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**ABSTRACT**

This monograph focuses on issues involved in delivering effective career education to minority persons. Section 1 reviews concerns and fears of minority leaders relating to career education as a concept and discusses the six career education missions of the U.S. Office of Education. Section 2 discusses the applicability of process and programmatic assumptions of career education to the needs of minorities. Section 3 analyzes reasons why minority leaders are concerned about career education. As the central part of the monograph, section 4 reports results of a study conducted on attitudes of minority leaders toward career education in 1976. The following topics are discussed: attitudes of minority leaders toward conceptual assumptions of career education; some examples of the growth of the career education concept; attitudes of minority leaders toward programmatic assumptions of career education; some successful career education programs for students with special needs; evaluative data on career education projects; and services of civic, social, and professional organizations to meet the needs of minority and low-income students. Section 5 details implications for career education and minorities in the following areas: minority children; unemployed minority adults and school dropouts; federal, regional, state, and local governmental agencies; business, industry, labor, and professional organizations; and the educational system. Specific implications for career education as it relates to minorities are outlined. Appendixes contain response data from the survey. (TA)

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## MONOGRAPHS ON CAREER EDUCATION

# CAREER EDUCATION AND MINORITIES

by

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U.S. DEPARTMENT OF HEALTH,  
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## **FOREWORD**

The Office of Career Education (OCE), U.S. Office of Education, has been interested in and concerned about meeting the challenges facing us in delivering effective career education to minority persons. During the period 1974-76, this office engaged in a number of special activities designed to help us accumulate knowledge and insights related to these challenges. It was obvious, in 1976, that OCE needed to find a way to listen to and learn from minority leaders much more than we had been able to do with our own resources. This led us to seek a contract with one truly outstanding leader, Dr. Roberta Jackson. This monograph represents Dr. Jackson's contributions made in response to our request.

Dr. Jackson begins this monograph with an exceptionally fine review of basic career education concepts along with an accurate history related to ways in which those concepts have been received by minority leaders during the early years of the career education effort. From there, she has written an exceptionally insightful analysis of reasons why minority leaders are concerned about career education.

Dr. Jackson carried this assignment beyond her own scholarly reading and thinking by gathering information from key national minority leaders. The results of this study are carefully reported as a central part of this monograph. The monograph closes with a set of thoughtful implications and recommendations with respect to this important problem. In our opinion, this publication represents both a significant contribution and a sizeable challenge. The Office of Career Education expresses appreciation for the contribution. We further pledge to do our best to meet the challenges.

September 1977

—Kenneth B. Hoyt, Director  
Office of Career Education

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## **Career Education: A Concept for Minorities**

### **Some Concerns and Fears**

Within 6 months after Sidney P. Marland, Jr., at that time Commissioner of Education in HEW, had introduced the concept of career education, some minority leaders began to express concerns and fears regarding the benefits which might accrue from such a program to the American citizens for whose best interests—rightfully in their own most sincere judgement—they considered themselves true representatives and spokesmen. Apprehension of the kind these minority leaders felt is understandable since sober history confirms how much and how consistently, during this and every American century, the jobs lacking in status, the lower wages, the less desirable working conditions, the burdens of sexism and racism, a disdained cultural heritage, and victimization by the "last to be hired and the first to be fired" syndrome, as well as, surely, some other deprivations and unwarranted penalties which I have not named, have been the bitterly unwelcome companions of minorities in our economy. And yet, quite as understandably, it can be seen that career education, properly defined and integrated into the American school, could be a splendid expedient for use in the progressive elimination of those very deprivations and unjust penalties to which we have just referred.

In keeping with the above, the participants in the 1972 National Policy Conference on Education for Blacks, cosponsored by the Urban League and the Congressional Black Caucus, "... became alarmed over the apparent lack of minority involvement in the development of the career education concept, in light of the Office of Education's promotions and demonstration projects."<sup>11</sup> So Congressman Augustus F. Hawkins of California, chairman of this conference (and Chairman of the House Subcommittee on Equal Opportunities) asked Lawrence Davenport and Reginald Petty to secure sponsors for a Career Education Conference which would bring together all racial minorities. When contacted, the Office of Education gave official sanction, funds, and a staff for a conference which would attempt to do what Congressman Hawkins wanted: that is, provide for leaders and educators knowledgeable about American minorities a forum through which to refine, and air, their opinions on career education.

During February of 1973, therefore, a "National Conference, Career Education: Implications for Minorities" was held in Washington, D.C. As previously indicated, it was funded by the Office of Education, but it was cosponsored by the Council of Chief State Officers, the National Advisory

Council on Vocational Education (NACVE), and the State Higher Executive Officers.

In the view of one observer, the goals of the conference could be described as the following:

1. To provide minority leaders with information on the concept of career education as viewed by the Office of Education;
2. To provide the Office of Education with a minority viewpoint on career education;
3. To develop a dialogue between minority leaders, NACVE, and matters relating to education.<sup>2</sup>

The participants in the conference were selected by a steering committee with 21 members, 16 of whom were minority persons. The registration records of the conference reveal an attendance of 332 persons, with ethnic group representation as follows: "Puerto Rican, 7; Chicano, 29; Japanese Americans, 12; Chinese Americans, 20; Black Americans, 161; Native Americans, 20; White Americans, 83; Philippine Americans, 1."<sup>3</sup>

Among the many resolutions adopted at the conference, the following one was, conceivably, of most importance:

- ... career education cannot be complete without:
  - bilingual and bicultural development;
  - elimination of tracking and its related fears;
  - career education meeting the tests on job placement at the end.

This resolution, that is, may well have set the tone for other resolutions, for it was resolved also, "... that the existing laws and guidelines be reviewed to determine the causes of failure to correct discrimination and the absence of equal educational opportunity; that incentives be developed as an instrument to be used to obtain equal educational opportunities; and... that one step toward implementing the defined goals of the conference should be the legislating of a definition of career education to include the redefining of 'Implications of Career Education for Minorities'...."

The minority leaders were not alone in voicing concerns and fears related to the concept (even if only as a concept) of career education. Other groups, as well as individuals, had asked the Office of Education to state as explicitly as it could what it believed career education to be.

#### Six Career Education Missions of OE

The Office of Education did try to make the clear and unequivocal statement requested. It did so, however, not by a mere exercise in formal lexicography in which it would have issued a collection of words intended to put into "authoritative" language what the Office meant when it used the terms "career education." Rather, it resorted instead to a series of actions, six in number, from a comprehension of which it hoped the concept of career education could be clearly divined. These six actions may be summarized as follows:

1. OE prepared a "Draft Document," based on the work of national scholars and practitioners [who were career education experts], which was called "An Introduction to Career Education." It accompanied this "Draft Document" with a *Study Guide*.
2. It distributed its "Draft Document" and its *Study Guide* to (a) 275 expert career practitioners who had been invited to attend 20 career education "mini-conferences" sponsored by the Office of Education during the summer of 1974; (b) 40 State department of education personnel who attended the National Conference for the Coordinators of Career Education in April 1974 at Dallas, Texas; and (c) 25 national leaders who attended either the "Conceptualizers' Conference" or the "Philosophers' Conference;" each of which was sponsored by the Office of Education during early summer 1974.
3. It compiled the responses of individuals to the "Draft Document" and the *Study Guide* in order to develop a consensus statement which would represent, as nearly as possible, conceptual agreements on career education which had evolved since 1971.
4. It published *An Introduction to Career Education: A Policy Paper of the U.S. Office of Education*, which described the Office of Education's interpretation of the HEW policy on career education.
5. It provided participants attending the National Career Education Conference in Racine, Wisconsin, on October 21, 1974, with an opportunity to examine some of the over-promise and under-delivery of career education for minority and low-income students.
6. It conducted two career education mini-conferences for minorities on the dates of November 21-22, 1975, and March 19, 1976, in the Center for Vocational Education at the Ohio State University in Columbus, Ohio. The participants were provided opportunities to express important viewpoints, to raise issues about career education for minorities, to react to the Office of Education's position paper on *Career Education for Minorities*, and to suggest organizations for validation conferences on career education for minorities.

Obviously, the Office of Education, through its series of actions, hoped, as it were, to kill at least two birds with one stone. It hoped, that is, to develop not only a visible concept of career education, but also to see that such a concept took shape as a result of a wide, informed consensus. It hoped also, as a function of this consensus—that is, as an added yet perhaps inseparable dividend—to reveal the proper constructive relationship of career education to the significant mission of improving life in America for America's minorities.

Apropos of this "wide, informed consensus," a fairly detailed account of what was actually involved may well be helpful. In accord with the 1971 request of Sidney P. Marland, Jr., the Office of Education was already using, in 1974, a definition of career education which had been provided by national scholars and practitioners who were experts in career education. Now, in its attempt to get all the help it reasonably could, the Office of Education obtained data which represented, as nearly as possible, from an audience carefully selected for its broad dispersion and some diversity,

conceptual agreements on 19 detailed items associated with career education. This audience was obtained through the use of the responses of 224 "mini-conference" participants, 40 State department of education personnel, and 17 national leaders. (Mention should be made of the fact that the "Draft Document" and *Study Guide* were sent to 340 selected experts, of whom, however, only 281, or 82 percent, returned the *Study Guide* in a form which could be used in the compilation of data. The numbers of persons from the three groups who answered "yes" or "no" to statements or questions contained in the "Draft Document" and the *Study Guide*, are shown in Appendix A.)

Possibly of special interest among the 19 items submitted to the Office of Education's selected audience was item no. 5a, which asked: In your opinion, do you find 'career education' appropriately defined as the totality of educational experiences through which one learns to work? Undeniably, item no. 5a does seem to imply a particular emphasis on work for career education. A majority, or 81 percent, of the "mini-conference" participants, along with 80 percent of the State department of education personnel, agreed that they did. Individuals within these two groups were practitioners who had worked closely with children, teenagers, adults, and professionals in the area of career education. On the other hand, a little more than a majority, or 59 percent of the national leaders agreed with the definition, while another two-fifths, or 41 percent, of these national leaders disagreed with the statement in item no. 5a. Although, incidentally, some of the national leaders were experts in career education and others were highly specialized in disciplines closely related to career education, it probably should be noted here that national leaders are often considerably removed from classrooms which contain young children and teenagers. Such leaders do tend, however, to be much a part of what is often called the real world, and certainly of any world in which work plays a prominent role. (Data referred to in this paragraph may be found in Table 1, page 5.)

It may well be an arresting circumstance that an impressive percentage of the Office of Education's selected audience whose lives were not engrossed by schooling as a profession could be interpreted as possessors of a reluctance to equate career education with simple preparation for a job. This reluctance possibly becomes even more arresting if it is correlated with the responses from OE's selected audience to two other of the 19 items used in its queries by the Office of Education.

Item no. 6 (sec. 6) asked whether or not "Career education is for all persons—the young and the old; the mentally handicapped and the intellectually gifted; the poor and the wealthy; males and females; students in elementary schools and in the graduate colleges." There was nearly complete agreement upon this item among the three groups of respondents. Ninety-eight percent of both the "mini-conference" and the State department of education personnel felt that career education, indeed, was for all persons. There was 100 percent agreement with this position on the part of the national leaders. (For these data, see Table 1, page 5.)

Item no. 3 asked: Do you find the following definition of 'work' to be appropriate? 'Work: defined as conscious effort aimed at producing benefits for oneself and/or for others.' A large majority, or 86 percent, of the

TABLE I

NUMBERS AND PERCENTS OF RESPONSES FROM VARIOUS GROUPS WHICH ANSWERED "YES" OR "NO" TO THREE ITEMS CONTAINED IN THE *STUDY GUIDE ACCOMPANYING THE DRAFT OF "AN INTRODUCTION TO CAREER EDUCATION"*

Item and Number	Mini-Conf. N = 224				State Dept. Ed. N = 40				National Leaders N = 17			
	Yes	Per-cent	No	Per-cent	Yes	Per-cent	No	Per-cent	Yes	Per-cent	No	Per-cent
3.	192	86	9	4	36	90	—	—	6	35	6	35
Do you find the following definition of "work" to be appropriate: "Work defined as conscious effort aimed at producing benefits for oneself and/or others"?												
5(a).	183	81	20	9	29	72	6	15	10	59	7	41
In your opinion, do you find "career education" appropriately defined as the totality of educational experiences through which one learns to work?												
6(sec.6)	221	98	—	—	39	98	1	2	17	100	—	—
Career education is for all persons—the young and the old; the mentally handicapped and the intellectually gifted; the poor and the wealthy; males and females; students in elementary schools and in the graduate colleges.												

"mini-conference" participants and an even larger majority, or 90 percent, of the State department of education personnel responded affirmatively to this item. However, among the national leaders, only 35 percent agreed, while an identical percent of these leaders disagreed with the definition.

What does seem to emerge, with not too much contrary import, from items 5a, 6 (sec. 6), and 3, and sophisticated reactions to them, is a proposition about the desirable nature of career education which argues, first, that career education should prepare those exposed to it to cope successfully with the problem of having a rewarding career in the world of work, but which also argues that career education does not, or at least should not, mean either that such education is only for a certain class of workers or that it precludes forms of schooling not explicitly vocational in their intent and character. The combined implications of items 5a, 6 (sec. 6), and 3, in other words, constitute a strong plea against any overly simplified, unimaginative concept of career education which would reduce that education to an exercise in the machine tooling of robots capable merely of performing a limited function in some designated role within the area of job execution and of job execution only.

On the positive side, therefore, an enlightened concept of career education takes into account the circumstances that any person, in the totality of a vocational career, may be employed at more than one job, or even more than one kind of job. This could, indeed, always have been true. It is certainly true today, truer even than in the recent past, for our present world is one which thrives on invention, innovation, and sweeping change. Horses and buggies have become motorcycles and cars. Balloons are supersonic jets and rockets to the moon. Trails are superhighways. One in Chicago measures 47 lanes across from side to side at its widest point. The neighborhood grocery store is a supermarket, probably in a shopping center where more and more the magic of computers replaces manual tasks and workers trained in obsolete skills. For our present, and certainly for the future which seems inevitable, no career education which sends boys to shops and girls to classes in typing makes sense. It is not only that West Point now has female cadets. It is also now that too much work has become technological or service oriented.

During the past 4 decades the work week has become shorter and shorter. By the end of the next decade, the American population will possibly have at its disposal even more leisure time. Career education permits teachers to provide children with learning experiences which may help them when they are grown, in this imminent future with its decreased demands upon most adults for hours on the job, to use their spacious leisure in rewarding ways.

Career education, of course, cannot by itself completely recast our views of these issues. Yet it can include within its vision of what it wishes to accomplish a definition of "career" which recognizes the significance in human lives of so-called nonproductive hours. And so it is that an intelligent curriculum in career education has good reason to offer training in forms of play as in, for example: (1) game clubs in which children learn to play checkers, dominoes, chess, cribbage, and bridge; (2) hobby clubs in which children are taught to read for fun, to do creative writing, to develop

and to circulate a newspaper, to plant a garden, or to start pot plants for beautifying a room; (3) workshop time, possibly in the last period of a school day, during which children are permitted to follow their own constructive and creative interests; (4) arrangements with other creative teachers for students to visit those teachers' classrooms in order to learn various hobbies; (5) arts and crafts clubs or practical arts clubs; (6) a requirement for young children to bring something to school to be used during their leisure time, and preferably something which is manipulative; (7) encouragement of youngsters to read and to write for the elderly, as well as to run errands for them; (8) a recognition of teenagers for any constant help which they might give to persons who are in nursing homes or residential settings for the aged; and (9) a teaching to children of parliamentary procedure. The young must be taught to relax and to play in a constructive manner. Career education, aware of contemporary reality, must be an education which defines "career" in terms relevant to our era.

That, if nothing else, is why career education properly is classless, sexless, and ageless. Truck drivers now—some of whom, incidentally, are women—often need as much to be businessmen as to be mechanics. And there are certainly many truck drivers now, to use a term no longer always as honorific as it once was, who are as middleclass as middleclass can be. Moreover, not only the young who have not entered the labor market now go to school. Older people study everything. As training in personal culture may be a continuing process involving, at any stage of an individual life, enrollment in an academic curriculum, so may be career education.

It is clear that no effective career education can ignore what are often called today the "basics." People at work, or elsewhere, today are lost if they cannot read and write and figure. The extent to which one acquires the "basics," or the three R's, generally serves as the foundation for the kind and the quality of education which will help suffice the human being for the kind and the quality of gainful employment as well as the kind and the quality of leisure and citizenship in which each will become involved eventually. Many minority children must be impressed with the fact that the basics are a very important necessity which will enable them to lead productive lives in an ever more rapidly changing society. Children must be taught that they get from any form of work exactly what they put into that work. More precisely, children get from the effort which is put into learning the basics, among other things: (1) some benefits which enable them to better understand their school work in progressing from one grade level to the next grade level; (2) the satisfaction of knowing that they have made a contribution to the group of which they are a part; and (3) a good foundation for becoming self-sustaining citizens who will function effectively in a world of gainful employment and in a world which will permit each to participate, to a greater and more satisfying extent, in the productive use of unpaid work and leisure time.

But something more is "basic" too. No person lives in a vacuum, whether in or out of his or her isolated self. We are all human. We can only fulfill ourselves when we explore levels of experience beyond those of mere brutish subsistence. We can divert ourselves, harmfully or helpfully, in our leisure. We can cultivate refinements of our sensibilities which nourish and

strengthen our capacities to enjoy such expressions of the human spirit as music, painting and the plastic arts, and literature. To extend our capacity to be humane is an indispensable complement of our work. Without such an extension, our work is meaningless, a-drudging through a lightless tunnel on a passage devoid of what we tend to call the finer things of life. It follows, then, that career education ideally requires a humanistic component in the training it provides. Thus it moves against the possible vacuum within a self. At the same time, career education should be as concerned with the world outside the self, the public world of participation and decision and opinion, as it is with the world of the inner self. Only so can it be fully humane in the most promising definition of its program. And, therefore, only so can career education justify its hope of making sure it penalizes no one whom it seeks to school.

Actually there is an element of reform in career education which is connected with revolt against too blind a subservience to the past. Schools are conservative and, to some degree, they probably should be. We need to know the history of our kind, of our earth—indeed, of our cosmos. We need to retain some learned responses which were formulated sometimes long before we were born. But there should be limits to our veneration of any *status quo*. Shakespeare as a boy scholar in 16th-century England was taught Latin grammar. Young clerks, apprentices in the only educated class of a Europe just emerging from the Middle Ages, needed Latin. That was the language of the mass. Their careers depended upon their education. So did their lives. The essential principle has not changed. Schools today should prepare students for what is and for what probably will be. Some specialists still need Latin. But even contemporary specialists, it almost surely can be maintained, can profit, at some point in their schooling, from a version of history different from that taught to our parents and their predecessors, a version from which high school students, for example, now will learn, among other things, of the new importance of Asia and Africa. Career education addresses itself to living people in the living world. What is required, it asks, for an American receiving formal instruction while young, to be ready for the responsibilities of maturity, not in a vanished time, but in the era of his or her own existence?

The reform element in career education is exciting. But it is also sensible. And it is, in a very good and exacting sense, democratic. Minorities, subject as they have been to persistent wrongs, are understandably well advised to question it. There was a time, a long time, when schooling was largely withheld from American Blacks. Laws forbade the teaching of black slaves. In 1900, using the Census Bureau's definition of illiterate as "any person 10 years of age or over who is not able to read or write either in English or some other language," 44.5 percent of American Blacks were still illiterate. By the same definition, black illiteracy had been, incidentally, 81.4 percent in 1870, the first year after slavery, and would drop only to a still high 22.9 percent in 1920, slightly more than a half century ago. Figures for school expenditures in the segregated South of the first half of this century tell a depressing story. For instance, as late as 1940 nine Southern States spent an average of \$50.14 from public revenues on every white school child, but only \$21.54 on every black counterpart. These same

States at that time spent about five times as much in capital outlay for white schools as black, bought their white pupils about four times as many books as their black, and paid white teachers usually about twice as much as they paid black.

By 1974, nevertheless, school completion rates among Blacks 25 to 29 years of age could be reported as "(a) less than five years of elementary education, only 1.8 percent; (b) four years or more of high school, 71.3 percent; (c) four years or more of college, 11.0 percent; and the median school years completed, 12.5."<sup>11</sup> Yet as late as June 1976, according to the Bureau of Labor Statistics, 40.3 percent of black teenagers, as compared with 16.1 percent of white teenagers, were jobless. Moreover, job ceilings still operate against Blacks. Conditions are improving; not nearly so many of them as once was true must expect to spend their entire lives in "Negro" jobs. Even so, in 1974, only 710,000 Blacks were classified as professional and technical workers (11,365,000 white workers were so classified). More than two-thirds of all black mothers were classified as blue-collar, service (here meaning the menial services) and, in some fashion, agricultural. The median income of black men as the year began was \$6,630; for black women, \$4,107. For Whites, the corresponding figures were \$10,184 and \$4,967.

Admittedly, education is not the sole culprit responsible for the economic woes of American Blacks. Social attitudes and actions cannot be interpreted so simply. Yet, with full allowance for the complexity of the factors involved in anything so massive as racist practice in America, education has determined significantly how Americans think and what they do. Conceived as it has been here, career education is at least the kind of education which may well address itself more effectively than any previous philosophy of education in America to the amelioration of the attitudes and practices that have hitherto so long and so unconscionably kept the Negro "in his place." It can help Whites to accept a minority presence where that presence has traditionally been negligible or virtually nonexistent. It can do much to prepare minority persons to win their full share of rewards and responsibilities in American life.

An excellent statement of the constructive relation which career education can bear toward American minorities may be found in Kenneth B. Hoyt's "Career Education for Minorities and Low-Income Students," an address which Hoyt delivered to the National Career Education Conference held in Racine, Wisconsin, on October 21, 1974. In that address Hoyt keyed his remarks to the following assertion:

Career education for minority and low-income persons has, to date, been generally a matter of over-promise and under-delivery, . . . to build positively demands that we be willing to look realistically at both promises and at problems in three categories:

- (1) conceptual assumptions;
- (2) process assumptions of career education; and
- (3) programmatic assumptions of career education.

Hoyt's conceptual assumptions agree with those already described here. For him, that is, career education trains not so much for a specific voca-

tional skill as for adaptability in the labor market; grounds all that it does on a mastery of fundamental subjects; is hospitable to all people; and places a premium on humanistic orientation. For him, its process assumptions move through seven stages, each of which subsumes all that precedes it in an organic pattern of development. The seven stages are, in order: career awareness; career exploration; career motivation; career decisionmaking; career preparation; career entry; and career maintenance and progression. But as he sees it, the effectiveness of the career development model for minority and low-income students is closely related to three programmatic assumptions: career education is a collaborative effort; the classroom teacher is a major key to the success of career education; and career education is inexpensive.

## II.

### Are the Process and Programmatic Assumptions of Career Education Applicable to the Needs of Minorities?

During the span of years between the kindergarten and postsecondary schooling, career education, as a process, can help immensely to serve the needs of minority and low-income students. When the children first enter school, they are provided with activities which, wittingly or unwittingly, serve as an introduction to the world of work.

From early childhood through the sixth grade, school activities may easily be orchestrated around the development of career awareness. Each child's future career will probably be based upon the acquisition of certain basic skills inseparable from mature existence in a literate society. Emphasis must be placed, then, early in elementary education, upon the relationship of reading, writing, and arithmetic, the traditional three r's, to the wide range of possible occupations with which the child is being acquainted. The minority and low-income children must be helped in their conscious efforts to learn the basic educational skills, these traditional three r's, for, without them, satisfying work can become an increasingly unlikely possibility as they move from grade to grade.

The acquisition of the basic educational skills is related, among other things, to the extent to which children learn that they obtain from an activity what they put into it, realize that in doing their work they reward themselves by knowing that they have put forth effort which has accomplished and achieved, come to understand that they are helping themselves as well as making a contribution to the progress of a group, and develop a positive concept about themselves and everything with which they are associated.

The minority child must be made aware of contributions to society which have been made by members of his or her ethnic group. Until recent years very little, if anything, was said in American schools about exemplary black behavior. It would be no great problem now, in any school system in America, to correlate available fruits of research and lesson planning in such a way that, in virtually every discipline in the system's curriculum, attention would be paid to the honorific contributions of minorities.

If and when minority children, in the elementary school, are taught the basic skills, exposed to, and encouraged to participate in, activities which help them to realize that their conscious efforts are meaningful, made aware of the value of their efforts to themselves and to any group of which they are a part, and treated in a manner which enables them to believe that they are worthwhile human beings, then career education will have deliv-

ered the essential components of the first step in the process of career development. It is understandable that positive motivation on the part of the teacher and the child is a necessity in a "success approach" during these early years.

Once the indispensable foundation is laid, during the elementary years, career exploration and career motivation (which are vitally important) should become pleasant and rewarding experiences for minority and low-income students as they move from grade seven through grade nine. Of course, it is a categorical imperative that teachers, counselors, and others in charge of the education of children be ever creative and objective. Otherwise, "tracking" enters the picture, and career education becomes precisely the "educational trap" of which minorities are, as they should be, fearful.

Apparently, the junior high school should constitute a period during which career education should use the training in basic skills which its students have received in lower grades to begin to equip these students with a kind of knowledge and sets of attitudes calculated to prepare them for an economy rescued from massive unemployment and no longer bedeviled with high rates of crime. Junior high school years admittedly are trying years. Even so, probably they are the very years when the humanistic orientation of career education, with its strong impetus toward socioeconomic reforms, should, perhaps, first appear in the career education impact on career-education students.

This humanistic element in career education, as a matter of fact, cannot be permitted to be withheld from a student's junior high school years. It is during these years that a student should blend career exploration with career decisionmaking. It is at this time that each of them should ask themselves the three vital questions: "What is important to me? What is possible for me? What is probable for me?" The teaching/learning process must be, consequently, in an enlightened program of career education, a process designed to aid in finding, for every student, the right answers to these questions. The process may begin in junior high school. Obviously, it continues, probably with considerably more intensity, through high school. In high school, incidentally, school counselors ideally should play important roles in career education. There is much talk now of occupational clusters. If counselors in high school can do nothing else, they can so present these clusters and relate them to academic decisions by the minority students to whom they minister professionally that minority students end up neither in "tracks" nor with unrealistic hopes.

Career entry, career maintenance, and career progression are dependent upon school-business-labor-industry-government-community interrelations. The disproportionate unemployment rates of black and white teenagers over a 20-year period speak for themselves. In order for career education to prove its value (and even validity) where job placement for minority and low-income students is concerned, it must advocate and devise situations in which the family, the school, social agencies within local and national communities, business, industry, and government all collaborate in programs to improve the minority's present plight. Of particular help in this regard certainly could be legislation expediting Federal

funding for: (1) various parent education projects which could assist minority and low-income parents to become aware of, among other things, the organic relationship between self-concepts and work ethics for both themselves and their children; (2) work-study programs for minority and low-income parents; (3) scholarships and fellowships for the fiscal support of minority and low-income students in colleges and universities; (4) work programs for unemployed minority and low-income parents and school dropouts; (5) special programs aimed at the elimination of academic problems induced by socioeconomic factors which affect harmfully many minority and low-income students; (6) programs dealing with sensitivity training in the areas of prejudice and racism in order that administrators, teachers, counselors, other educational personnel, and students can join in efforts to make America's educational establishment one which is a truly democratic resource for all children; and (7) other programs perhaps yet to be conceived which promise to members of low-income families encouragement and movement, for them, toward more self-sustaining and more self-respecting lives. But minority and low-income students stand small chance of receiving the overall benefits of career education unless HEW's Office of Civil Rights, the U.S. Department of Justice, the U.S. Department of Labor, and other components of the national government sensitive to minority needs provide help in the enforcement of the right to work for all individuals. But the Office of Career Education has been consistent in its efforts to eliminate conceptual, process, and programmatic problems which have become associated with career education for minorities.

The 20 mini-conferences which were conducted during 1974 for local coordinators and practitioners from each of the 50 States provided considerable agreement upon the concept of career education but very little agreement was reached on the proper timing of specific learning-experiences in career education. This problem of the proper timing was investigated from September 8, 1975, through May 21, 1976, during which time 27 mini-conferences were funded as a project under an Office of Career Education grant. (See Table II, page 14). These mini-conferences, divided into three phases, were organized and administered by Richard Miguel of the Center for Vocational Education at Ohio State University in Columbus, Ohio, and chaired by Kenneth B. Hoyt, Director of the Office of Career Education. The participants included 144 practitioners, 42 State coordinators of career education, 10 conceptualizers, and 64 executive officers of national organizations and associations.<sup>10</sup>

The ideal scope and sequence of career education constituted a major area of investigation throughout the 27 mini-conferences. Scope and sequence were examined in the hope that suggestions might thus be formulated for the improvement of the capacities of educators to specify, to compare, and to evaluate programmatic strategies which would make career education optimally productive for all students. Other areas of career education which were investigated included: (1) evaluation; (2) counseling; (3) business, labor, and industry; (4) parent interaction; (5) career education for special populations; along with (6) coordination efforts at the State level as well as involvement and support of national organizations both within and outside education.

**TABLE II**  
**TWENTY-SEVEN MINI-CONFERENCES FOR  
CAREER EDUCATION, 1975-1976**

**Phase 1: TWELVE MINI-CONFERENCES FOR CAREER EDUCATION  
PRACTITIONERS**

**Conferences 1-4**

Scope and sequence for the delivery of career education through the teaching/learning process

- (1) Grades K-3, 12 teachers
- (2) Grades 4-6, 12 teachers
- (3) Grades 7-9, 12 teachers
- (4) Grades 10-12, 12 teachers

**Conferences 5-8**

Scope and sequence problems associated with major organizational aspects of career education

- (5) Evaluation, 12 specialists
- (6) Counseling, 12 guidance personnel
- (7) Business/Labor/Industry (B/L/I), 12 representatives
- (8) Parent concerns, 12 parents

**Conferences 9-12**

Scope and sequence for the delivery of career education to special segments of the population

- (9) Handicapped, 12 representatives
- (10) Female students, 12 representatives
- (11) Gifted and Talented, 12 representatives
- (12) Minority groups, 12 representatives

**Phase 2: REVIEW OF PHASE ONE—STATE  
COORDINATORS OF CAREER EDUCATION**

- (13) Thirteen State coordinators
- (14) Thirteen State coordinators
- (15) Thirteen State coordinators
- (16) Thirteen State coordinators

**Phase 3: REVIEW OF PHASE ONE—TEN SPECIAL EMPHASIS  
MINI-CONFERENCES: ASSOCIATIONS' VIEWS**

- (17) Conceptualizers
- (18) Review of Phase I mini-conferences 1-4 on teaching/learning process
- (19) Review of Phase I mini-conference 5 on evaluation
- (20) Review of Phase I mini-conference 7 on B/L/I
- (21) Review of Phase I mini-conference 6 on counseling
- (22) Review of Phase I mini-conference 11 on gifted and talented
- (23) Review of Phase I mini-conference 9 on handicapped
- (24) Review of Phase I mini-conference 12 on minority groups\*
- (25) Review of Phase I mini-conference 10 on female students
- (26) Review of Phase I mini-conference 8 on parents

**SPECIAL MINI-CONFERENCE**

- (27) Involvement of Community Organizations and Associations in Career Education

\* Mini-conferences on Career Education for Minority Groups (see Miguel's, *Career Education Mini-Conferences*, p 2)

The 27 mini-conferences were divided into three phases. The first phase involved 144 local practitioners and Dr. Kenneth B. Hoyt, Director of the Office of Career Education, in a dialogue which dealt with these topics: (1) teaching and learning processes; (2) evaluation; (3) counseling; (4) business, labor, and industry; (5) parent interaction; (6) the handicapped; (7) females; (8) the gifted and the talented; and (9) minorities. The second phase of the project involved 52 coordinators of career education who represented all of the 50 States, the District of Columbia, and Puerto Rico. Four mini-conferences permitted the participants: (1) to share their concerns; (2) to discuss their problems, (3) to develop plans, (4) to report on the state of career education in their States, and (5) to identify strategies for future progress. The third phase of the project permitted small groups of five or six participants to discuss the proceedings of individual conferences which had convened during the first phase of the project. The participants also discussed with Dr. Hoyt some ways in which their organizations could participate more effectively in career education as well as some ways in which the Office of Career Education could help them in their own career education efforts. Among the 27 mini-conferences, two mini-conferences (12 and 24) dealt with career education for minorities.

A brief review of career education conferences for minority groups reveals that the 1972 National Policy Conferences on Education for Blacks, cosponsored by the Urban League and the Congressional Black Caucus, prompted the idea for a *National Conference on Career Education: Implications for Minorities*. Various ethnic group leaders were contacted concerning the idea, and their responses were overwhelmingly positive. The conference was held February 1-3, 1973. Then, on October 21, 1974, Dr. Hoyt delivered an address, "Career Education for Minority and Low-Income Students," to participants in attendance at the National Career Education Conference in Racine, Wisconsin.

On November 21-22, 1975, "Mini-Conference 12, Career Education for Minorities," convened in the Center for Vocational Education at Ohio State University in Columbus, Ohio. In attendance were 12 participants who represented minority groups in the District of Columbia and in the 10 States which follow. (1) California, (2) Idaho, (3) Illinois; (4) Massachusetts; (5) Michigan; (6) Mississippi, (7) New Mexico, (8) New York; (9) Oregon; and (10) Washington.

Consensus was achieved on the seven important insights which are listed below:

1. Some of the brightest of minority youth are to be found in the "dropout programs" because they are too smart to put up with the system "as is!"
2. It is better to teach "moral support" than "crutch support" to minority persons.
3. The term "minority" is suspect to Indians because they see it only as a "smaller melting pot." They do not believe that what motivates an Indian is the same thing that motivates a black person.
4. Career education faces special challenges in meeting needs of upper-middle-class black families. Too much of the emphasis has been only on poor minority persons.

5. On Indian reservations, community leadership roles are *not* typically assumed, nor assigned to, college graduates.
6. With minority persons, it may be more necessary to deal with immediate need gratification than with long-run planning.
7. While "techniques" appropriate for minority youth in career education will differ from those used with white youth, there is *not* simply one set of techniques that apply to all. Obviously, each is a unique individual. Thus, when you ask, "What is different about career education for minority persons?" you are asking essentially a nonsense question.

Among the issues raised about career education for minorities, the participants agreed upon consideration of the 13 which follow:

1. How can career education assure parental involvement with Indian youth?
2. When will appropriate career education materials be developed for bilingual students?
3. How can appropriate role models be found for Indian youth?
4. Career education and bilingual education share many of the same concerns and goals. How can they be brought together in ways that let both programs serve youth better?
5. Are there special career education problems for various subcultures within the community of minority persons?
6. How can we keep the *primary* emphasis of career education on the teacher rather than on materials?
7. How do you motivate pupils toward career goals when they come from families in which five to six generations have been on relief all their lives?
8. How can effective career education be delivered to minority persons in rural America?
9. Minority persons have been forced to exist on dreams because they have been denied facts for career decisionmaking. How can we solve the dual problems of (a) obtaining valid data, and (b) transmitting valid data to minority persons?
10. Federal legislation, rules, and regulations are very effective in maintaining the status quo because they are often not fully explained to minority persons. How can they be changed to bring more emphasis to nontraditional people and programs?
11. How can career education and industry personnel more effectively work together in providing appropriate career education opportunities for minority persons?
12. Career development theories have been largely built using white, middle-class males as subjects. How can more appropriate career development theories for minority persons be built, tested, and utilized?
13. Curriculum revision is important. How, for example, can all pupils know it was a Black who invented air brakes and that a Black assisted in designing the District of Columbia?

The reactions of the participants to the Office of Education's position paper, "Career Education for Minority and Low-Income Students," suggested that:

1. The paper was in general acceptable to them.
2. The paper seemed to fit Blacks better than Indians.
3. A definition of the term "minority" should be included.
4. "Culturally different" could be substituted for "minority" and would increase acceptability to Indians.
5. There should be a stronger emphasis on the need for infusing career education into the curriculum.
6. A stronger emphasis upon counseling should be built into the paper.<sup>12</sup>

The thirteen suggested organizations for a validation conference on career education for minorities were:

1. National Congress of American Indians
2. Association of Mexican-American Educators,
3. National Indian Education Association
4. Education Commission, NAACP
5. National Urban League
6. Southern Christian Leadership Conference
7. Teacher Rights Division, NEA
8. National School Boards Association (NSBA)
9. National Migrant Education Association
10. Association for Non-White Concerns, American Personnel and Guidance Association (APGA)
11. ASPIRA of America, Inc.
12. Northwest Affiliated Tribes
13. Mexican-American Council on Education

Then, on March 18, 1976, four participants met in the Gramercy Inn, Washington, D.C., for "Mini-Conference 24—Career Education for Minorities," chaired by Dr. Hoyt. The participants discussed the proceedings of the November 21-22, 1975, "Mini-Conference 12—Career Education for Minorities." They suggested ways in which their organizations could participate more effectively in career education and ways whereby the Office of Career Education could help them in their own career education efforts. Thus, between November 21, 1975, and March 18, 1976, the Office of Education and the Office of Career Education had fulfilled a sixth mission in their efforts to make career education more realistic in fulfilling the needs of America's less dominant segments of the population.

Career education, properly understood, can be a boon to each of America's minority groups. American Blacks have, understandably, some questions about it. It does, for one thing, remind them of traditional accommodationism, as, for instance, that of Booker T. Washington. Historic circumstance or, to be more precise, the dread possibility that history may be repeating itself, can have a great deal to do with the reception of career education by America's black leaders.

### III.

## Why are Minority Leaders Concerned About Career Education?

It will be remembered that Blacks were enslaved in America until the Thirteenth Amendment freed them in 1865. For a while after that, under Reconstruction, hope did exist that Blacks would be permitted to become first-class citizens. Part of this hope, incidentally, depended upon the work of agencies like the Freedmen's Bureau and the missionary zeal of colleges like the Fisk which young W.E.B. DuBois would attend and the "old" Atlanta University from which James Weldon Johnson was a relatively early graduate. But Reconstruction ended without Blacks becoming anything like first-class citizens. Instead, it was followed by a period of "Redemption" in which Blacks were put back, and severely kept "in their place." Blacks stayed essentially in that place until the 1950s. Then came the "Second Emancipation" of the Supreme Court decision of 1954, and a "Second Reconstruction," although much more satisfying and far reaching than the first, in the civil rights activism of the late 1950s and all of the 1960s. If history is repeating itself, there could be in the 1970s a second movement of "Redemption."

In the first "Redemption," an educational philosophy and program exercised a rôle which, no matter how kindly it is viewed, seemed to fall into the hands of the Redemptionists. That philosophy and that program had their great exemplars in Booker T. Washington and the institution he founded and built, Tuskegee Institute. It should be quickly and emphatically proclaimed that a distinct injustice is done to present-day Tuskegee by any charges that it fosters educational mediocrity for black youth or any retreat from the highest standards of achievement and the widest horizons of opportunity for all Americans, irrespective of race or creed. Indeed, Washington is not given full due until his ultimate ends and the quality of his pragmatism are closely analyzed. Even so, Tuskegee in his day, with its emphasis upon "working with the hands," its trades and farming skills, and Washington's cautions to his people to go slow, aided the cause of second-class citizenship for the American Negro.

'Clearly what minority leaders may well fear in the 1970s is that history could be repeating itself too well in the 1970s. After the enthused idealism of the 1960s, could the 1970s be to them as Washington's era was to Emancipation and Reconstruction? Will career education be another expedient, however honorable the intentions of its professional proponents, that would continue, in a somewhat disguised form, a

"tracking" of black students reminiscent of the effects of the original Tuskegee idea? Couldn't this happen if the wrong people, for example, manipulators of public policy, ~~unimical~~ to Blacks, gain control of career education and determine its interpretation and the way it is introduced into the schools? Or will career education meet the tests on job placement at the end? Will it in fact provide a positive sociological approach to bilingual and bicultural development?

During the past 15 years a great deal of research has gone into the study of dialects which are associated with minorities who speak a "substandard English" as a result of their ethnic backgrounds (but possibly also their socioeconomic experience). During this same era even more research has been conducted on the cultural heritage of various minority groups who were, and still are, classified as "culturally deprived" and/or "disadvantaged." The fact is, Booker T. Washington may well have set the stage for much of this research when, on September 18, 1895, in his famous "Atlanta Compromise" speech, he said:

In all things that are purely social we can be as separate as the fingers, yet one as the hand in all things essential to mutual progress....

The wisest among my race understand that the agitation of questions of social equality is the extremist folly, and that progress in the enjoyment of all the privileges that will come to us must be the result of severe and constant struggle rather than that of artificial forcing.

For an interested observer can hardly fail to note that, in 1896, the Supreme Court did make the "separate but equal" doctrine of Plessy vs. Ferguson the law of the land, and that Mr. Washington, after 1895, became the anointed leader of, and the spokesman for, the Negro in America. His viewpoints on the civil liberties of minorities were, of course, the compromise. They are related to deprivation and disadvantage. In formal education they are related to "tracking."

Many minority leaders, when Washington was living, despised the tactics which he used to reach his goals. Today, many minority leaders do not wish a resurrection of Mr. Washington's indirect proposal for second-class citizenship among minority groups. The "tracking" of minority students, which can lead eventually to jobs with low status, low wages, and a lack of jobs in an area for which there is an "oversupply" of "trained" workers, can increase the possibility of minority and low-income students remaining trapped in the "cycle of poverty." And so, two thoughts stay ever-fresh in the minds of contemporary Negro leaders. The first of these is that Booker T. Washington preached a doctrine which emphasized industrial education for Negroes, and which, apparently, during the 65 years which have followed his death, has made it easier for some to advocate the "tracking" of minority and low-income students. The second of these, which seldom leaves the minds of Negro leaders, is that W. E. B. DuBois' so-called "Talented Tenth" of any minority group can become lost forever in the process of "tracking." No education which seems to sponsor only limited horizons for those trained under its aegis and which also seems to ignore the interests of

young people who might become intellectually powerful and leaders of any group is an education palatable to America's minorities.

As a concept, career education serves some groups more effectively than others, if only because of a conceptual assumption in its basic creed which may generate serious operational challenges when ways are being sought to meet the needs of minority and low-income students. This conceptual assumption states that "Career education is for all persons—the young and the old; the mentally handicapped and intellectually gifted; the poor and the wealthy; males and females; students in elementary schools and in graduate colleges." " Career education, that is, among other things, emphasizes the goal of education as preparation for work for all persons at all levels of education, serves as a catalytic agent which helps to blend the teaching/learning process with the career development process, and stresses the necessity for the acquisition of adaptability skills which may enable any individual to cope with change in an ever more rapidly changing society.

But to change the attitudes of 10 million poverty-stricken children toward work most certainly constitutes a serious challenge. During 1975, "Aid to Families with Dependent Children (AFDC) and medical and social services—totaled \$22,591,000,000 . . . (with) average monthly caseloads of 11,078,000. . . ." " The term "work" often, to persons within the cycle of poverty, is an all too abstract term. And so it may well be that career education, if adopted, will be challenged to help perhaps a large percentage of poverty-stricken youngsters to realize both that something which they may not really have perceived as part of their own lives can, and will be, in their personal futures and that they must prepare themselves for such an eventuality.

The term "work" thus implies that each human being has the need "to do—to achieve—to accomplish—to produce." " Moreover, it thus implies that all human beings have the need to be wanted, to help themselves, and to help others. It says, in other words, that everyone is driven by the natural craving "to be somebody." But here, again, the concept of "work" can be meaningless to youngsters whose fathers have never worked, whose families are on public welfare, who have openly been told, "You ain't nothin'," or have been made to feel, through inference, that they are of little worth to themselves or to the world in general, and who, therefore, have to justify, even to themselves, why they should work. A sense of defeat is easily developed in such youngsters! In the words of Charlayne Hunter, "Arguments by some economists that joblessness among black teenagers will be reduced by the normal process of labor market activity is contradicted by the persistence of the high jobless rates even in prosperous times." " Career education must almost surely assume that to end this special joblessness steps will have to be taken to change, not only the psychology of Whites who discriminate, but also of Blacks whose self-image should be made more affirmative as regards their own human worth and dignity.

The child begins to learn about work values before he or she is admitted to the elementary school. How can the youngster from a second- or third-generation public welfare family, or the child of hard-laboring,

poorly paid parents learn to realize "the need to do—to achieve—to accomplish—to produce?" In many instances such a youngster lives in crowded quarters, where the diet is inadequate, the wardrobe limited, and the parents, school dropouts. The flashy cars and the gaudy wearing apparel of the gambler, the poolroom hustler, the dope pusher, and the pimp often impress such an unfortunate child. To this child, quite possibly, the prostitute seems to earn an "easy living." And public welfare seems to be "free." Many poverty-stricken students, early in life, develop the idea that their hard-working, poorly paid parents are "hustling backward." "Why work hard if you can't get ahead?" One answer: "There is an easier way to make a living." One result: violence, crime, and disease infest the lives of numerous indigent children who might have made, with positive training in work values, worthwhile contributions to society.

It is understandable, then, that today there is a necessity for funding committed to the provision of parent education programs which will enable some minority parents to learn about work values. These trained parents can then help to instill in their children a respect for an ethic of work. There must be funding for work-training programs, followed by gainful employment for former welfare recipients and school dropouts. Legislation, which assures the poor of fair employment practices, must be enacted. Seminars, institutes, and workshops which deal with cultural diversity must be provided for educational personnel in order to help such personnel to understand the differences which exist among various minority ethnic groups. Career education must serve as the tool which helps each child to understand that work, in all forms, is a necessity for all human beings.

## IV.

### Some Attitudes of Minority Leaders Toward Career Education: 1976

In June of 1976, a survey was made of the attitudes toward career education of a selected group of 100 minority leaders, 90 of whom had attended the "National Conference on Career Education: Implications for Minorities," which had been held February 1-3, 1973, in Washington, D.C. The ethnic background of the selected group of leaders was represented as follows; Puerto Rican, 4; Chicano, 12; Japanese Americans, 6; Chinese Americans, 9; Black Americans, 40; Native Americans, 10; White Americans, 18; and Philippine Americans, 1.

This selected group of national minority leaders was asked to respond to 17 items, 4 of which (item nos. 9, 13, 15, and 16) were detailed. Sixteen items dealt with factors which pertained to the conceptual, process, and programmatic assumptions of career education. Item no. 17 had to do with implications for career education. In order to provide each respondent with additional information, some definitions and explanations were supplied for the sake of clarification of certain items.

The survey was designed to provide the participants with maximum freedom of response. In many instances, they clearly considered that more than one response was appropriate to a question; i.e., total responses exceed 49—sometimes very substantially—for all but item nos. 2 and 9. Further, the survey did not limit the range of participant response through either "multiple-choice" or "yes-no" formats (except for item no. 2). Subsequent analysis, however, was able to sort this volume of open-framework response into a limited number of categories or "Kinds of Responses" for purposes of reporting and discussion.

Forty-nine, or nearly one-half of the 100 selected national minority leaders, responded to the 17 items and, among this group of respondents, four signed their names. One-tenth of the survey forms were returned for a lack of a forwarding address for the addressee or because the addressee was unknown. Forty-one, or almost exactly two-fifths of the selected group of national minority leaders, did not respond to the 17 items. (The list of items, divided into four groups, is shown in Appendix B. The survey form which contains the 17 items, some definitions, and some explanations appears in Appendix C. Appendixes D, E, F, and G tally up survey responses to items which deal with the following: (1) conceptual assumptions of career education; (2) process assumptions of career education; (3) programmatic assumptions of career education; and (4) implications for career education.)

## Attitudes of Minority Leaders Toward Conceptual Assumptions of Career Education

Career education means different things to different people. The 49 national minority leaders gave some interesting responses to the five items which dealt with the conceptual assumptions of career education. When asked about their concept of career education in terms of how it related to minorities (item no. 1), 71 percent of the leaders indicated they felt that it prepared children and family members for work. Fewer of them, or 37 percent, said that career education provided insight into opportunities for all to work depending upon their job preparation; a smaller number, or 24 percent, indicated they saw career education as quality education for all. (See Appendix D, pages 80-81.)

All of the leaders agreed that career education had generally been a matter of over-promise and under-delivery for minorities (item no. 2). One solution suggested by all participants was the provision of jobs for the unemployed by Federal, regional, State, and local government. Another solution, proposed by 90 percent of those polled, asserted the necessity of teaching minority children to read, to write, and to realize the benefits of work during the early years of school.

When asked to further specify their attitudes toward career education for minorities (item no. 3), half of them said that career education had served as a "coverup" for the tracking of minority children, describing it as a farce which does not provide jobs for minority and low-income students. While only 14 percent of the leaders expressed the view that career education prevented students from wasting time in deciding upon careers and that it provided opportunities for students to prepare for careers, 61 percent indicated they thought that it could help minorities if teachers and counselors worked objectively with minority children.

Item no. 4 asked: Does exposure to career education permit minority group members to be someone? The responses ran as follows: (1) Yes, the child's self-concept must be enhanced through knowledge of contributions made by minority leaders and through training the child to read, to write, and to learn the benefits of work (50 percent); (2) Yes, if jobs are made available at the end of job preparation (24 percent); and (3) No, children who do not speak English feel "left out" of things, and need special programs (30 percent).

Most of the leaders also placed some responsibility upon the shoulders of minority persons, asserting that minority persons must prepare themselves for jobs usually not previously available to them, which had been opened to them during the past 20 years.

In order for the concept of career education to become more meaningful to unemployed minority and low-income persons, the leaders saw the following major and decisive actions as necessary (item no. 5): (1) more jobs to be provided by local, State, regional, and Federal Government (94 percent); (2) training programs needed for unemployed adults and dropouts among minority persons (73 percent); (3) minority children to be taught to read, to write, and to realize that work is important (67 percent); and (4) fair hiring practices to be enforced (55 percent). Of par-

ticular note is the fact that in their responses to item nos. 2, 4, and 5, the leaders persistently reiterated that: (1) minority children need to be taught to read, to write, to do arithmetic, and to realize the benefits of work; and (2) jobs must be made available for unemployed minority adults and school dropouts, and jobs must be available to minority persons at the end of job preparation. Career education, now in its 5th year of formal operation, does have some programs throughout the Nation which are producing the effects which have been implied as necessities by the national minority leaders. (All data referred to in this section are shown in Appendix D, pages 80-81.)

#### Some Examples of the Growth of the Career Education Concept

According to the Office of Career Education, at least 5,000 of the approximately 17,000 local education agencies (LEAs) in the United States have initiated some kind of career education activity. At least 7 States have enacted State laws supporting career education, and at least 26 States have used State appropriated funds in support of career education activities. Thirty States have used Federal funds other than Vocational Education Act funds (typically under title III of the Elementary and Secondary Education Act) to support career education activities, and 29 State education agencies have appointed full-time staff members in career education.<sup>18</sup>

The summary<sup>19</sup> of the outcomes of Mini-Conference #3 for State Coordinators of Career Education, January 5-6, 1976, Washington, D.C., revealed that:

The present status and apparent prospects for growth of career education across the land, is one of optimism and encouragement. . . .

. . . there appears to be a very strong consensus that both interest in and enthusiasm for career education are strong and growing still stronger at the local LEA level. . . .

Readiness for the implementation of career education also seems to be high in most States . . . If career education were to be enacted by Congress this year, we would find over 30 States ready to move into an implementation mode.

It appears that bona fide career education efforts are taking place in more than one-third of all school districts and available for over one-third of the K-12 students at this time. . . .

It seems obvious that we still have a very long way to go before we can say that teacher education institutions, taken as a whole, are involved in the career education movement. . . . The reports indicate that teacher education institutions appear to be using an infusion approach, rather than "adding on" new courses. . . .

The trend appears to be one of moving the State Coordinator of Career Education out of the Division of Vocational Education.

In those SEAs in which career education is housed within the Division of Vocational Education, the State directors of vocational education appear to continue to be giving strong support to make career education efforts apply across the entire K-12 system.

Without the support of vocational education in the beginning, career education would not be in existence today. . . . Career education must continue to be supportive of vocational education. . . . In terms of a general principle, it can be stated in this way: AS WE MOVE BEYOND VOCATIONAL EDUCATION, WE MUST NOT MOVE AWAY FROM VOCATIONAL EDUCATION.

In a large number of States with strong leadership, support is emerging from the guidance and counseling field. . . . Counselors do have a key role to play in career education and it is pleasing to see them taking a more active role.

The crucial importance of all classroom teachers in implementing the career education concept must continue to be emphasized.

It appears that our biggest common problem, as of now, is obtaining funds for career education. Many State coordinators are finding unique ways of using other kinds of Federal funds. . . . The "line item" approach in the State budget appears to be one idea that is working in many States.

The implementation of career education will not be easy, and it will not be quick—no matter how much new financial help we get. The REFORM of American education is going to take some time.

The second biggest problem appears to be communication. Apparently we still have a very long way to go in order for everyone to understand the career education concept in terms of its nature, goals, and basic methods.

The large number of workshops and other inservice activities that the State coordinators have conducted in the last 2 years is impressive. . . . This kind of activity must surely be, and will continue to be, rewarding to all involved.

Through the cooperative and innovative endeavors of administrators, counselors, teachers, parents, and members of the business, labor, industry, and professional segments of the community, some of the conceptual assumptions of career education are becoming a reality for many minority and low-income students. The child who is exposed to career education today, to an extent, is being trained to eventually enjoy Faught's<sup>20</sup> "Split-Week Living," with a 3-day "Workend" and a 4-day

weekend during the paid-for work period of his or her life. In the meantime career education is preparing the individual for wise use of unpaid work and leisure time, thus enabling him or her to enjoy what Faught<sup>21</sup> has so uniquely described as one's personal "Timewealth." The humanistic approach toward work, which is taught in career education programs, can help the student of today to become a more productive person, spouse, parent, neighbor, and citizen during the next generation. According to Faught, "Tomorrow's children will grow up in an increasingly complex world. They will need to know more and more to cope with it. . . . Education will have to become a more intensive process and it will have to continue through life, else the true potentials of the Timewealth Revolution will be sold short on many fronts."<sup>22</sup>

Project PRIME (Philadelphia Regional Introduction for Minorities to Engineering) is a career education program which prepares minority students for entry into the world of engineering. Some sponsors of the project are the General Electric Corporation, the National Science Foundation, the Sloan Foundation, and 32 community businesses and industries in the Philadelphia area. More than 800 junior and senior high school minority students participate in PRIME's activities during the summer and the winter. Work and study programs are part of the project. Since 1972 both Temple University and Drexel University have cooperated with PRIME. The University of Pennsylvania provides an engineering Math Program for PRIME'S eighth-grade pupils. Project MITE (Minority Introduction to Engineering) is housed on the campus of Drexel University. Some senior students live on campus and participate in this project. PRIME is worthy of consideration in that minority students are provided with opportunities to have learning experiences which will help them to cope in a society which is ever more rapidly changing. An examination of some of the responses of minority leaders to items which deal with the process assumptions of career education will furnish occasions for later descriptions of exemplary programs which are providing some solutions to the problems of minority and low-income students.

#### Attitudes of Minority Leaders Toward Process Assumptions of Career Education

The minority leaders were asked to express their attitudes toward seven items which dealt with the process assumptions of career education. (See Appendix B.) The first of these items was no. 6, which asked: What is your attitude toward career education creating career awareness in persons belonging to minority groups? Of the group, 83 percent indicated the importance they attached to teachers and counselors being careful to neither subtly infer, nor suggest, "jobs which are for whites" and "jobs which are for minorities"; 63 percent perceived it to be of critical significance that children be made aware of the relationship of school work to work to be done later in life. That children should be made aware of many different kinds of jobs was indicated as an element of significance by 57 percent of the leaders. (See Appendix E, pages 82-84.)

Item no. 7 asked: What is your attitude toward career education providing career exploration for minorities? Of those responding, 80 percent pronounced it "A very good idea," while 53 percent saw it as good only with the proviso that racism and discrimination do not become involved in the process.

Item no. 8 asked the question. What is your attitude toward career education motivating minorities to examine and to question themselves about why they should work? The order in which the following views are listed is based upon the frequency with which they recurred among the 49 respondents: (1) jobs for unemployed minority parents and school dropouts would help children to learn the value of work (83 percent), (2) training in cultural diversity would help teachers and counselors to become objective and more understanding toward the needs of minority children (50 percent); and (3) it was a good idea for career education to motivate minorities to examine and to question themselves about why they should work (37 percent).

One-fifth of the leaders did not respond to item no. 9a, which asked: What is your attitude toward career education helping minorities to answer the question: What is important to me? However, more than two-thirds of them, or 87 percent, expressed the idea that children must be taught to examine their interests and abilities and to apply these factors to their career choices. A smaller number of the leaders, or 34 percent, expressed the view that teachers and counselors should be careful to eliminate the effective brainwashing and steering of minority children toward menial jobs.

Two interesting kinds of responses were given to item no. 9b, which asked: What is your attitude toward career education helping minorities to answer the question: What is possible for me? Fully 71 percent of the leaders indicated they felt children must be made aware of their needs, interests, and abilities, and 60 percent of them said that jobs must be made available for minority and low-income persons.

Apparently a belief in a necessity for minority children to learn to read and to write accounted for a portion of the responses to item no. 9c, which asked: What is your attitude toward career education helping minorities to answer the question: What is probable for me? Again, fully 71 percent of the leaders suggested that the self-concept of the minority child must be enhanced by the child's being told about contributions which have been made to society by minority persons. More than one-third of them, or 35 percent, contended that children must be taught to read, to write, and to associate the benefits of work with the time and the energy which they put into their work.

Item no. 10 asked: What is your attitude toward career education preparing minorities for occupations? Of the respondents, 90 percent subscribed to the view that scholarships, fellowships, and study grants must be made available to minority and low-income, college-bound students. A very high proportion of them, or 83 percent, also indicated that teachers and counselors must eliminate the "tracking" of minority students; and half expressed the view that minorities must be made

aware of all kinds of jobs and must be given opportunities to use their abilities and talents in the preparation for jobs in which they might excel.

Among the list of seventeen items, only two did not elicit responses from all of the leaders. These two items were nos. 9a and 11. The question asked in item no. 11 was: What is your attitude toward career education helping members of minority groups with career entry? One-tenth, or 5 of the 49 leaders, gave no response to this question, but fully 90 percent of them said that career entry, for minority groups, must be guaranteed through the enforcement of fair hiring practices by Federal agencies such as HEW's Office of Civil Rights, the Civil Rights Division of the U.S. Department of Justice, and the EEO of the U.S. Department of Labor, as well as by respect for Executive Order 11246 (Affirmative Action).

The last item which dealt with the process assumptions of career education was no. 12, which asked: What is your attitude toward career education providing current help to minority groups for career maintenance and progression? The leaders, in responding, said that career education needed help from governmental agencies. Of the participants, 80 percent suggested that the Federal Government (including the U.S. Departments of Labor and Justice) must eliminate bias, prejudice, and racism in the promotion and tenure of minority persons on jobs. Of those surveyed, 73 percent also said that Federal, regional, State, and local governmental agencies must provide training and work programs for unemployed minority adults and minority school dropouts, and that public welfare recipients must be put to work. (See Appendix E, pages 82 through 84.) The model of career development, based upon a progressive sequence which begins with career awareness and continues throughout career maintenance and career progression, has posed some problems from the standpoint of minorities. However, there are some exemplary programs which serve the needs of minority persons.

Mention was made earlier of the outstanding PRIME project which provides career education for students in grades 7-12. An example of an exemplary program which provides, to minority people, postsecondary educational opportunities with options for continuing in higher education, it is one that also collaborates with numerous community agencies. A program of this kind, at Essex County College in Newark, New Jersey, has both a Counseling and Career Development Center and a Career and Cooperative Education Program. Of these the following may be noted:

Essex County College offers degree programs leading to the Associate in Arts degree (A.A.), the Associate in Science degree (A.S.), and the Associate in Applied Science degree (A.A.S.), as well as a number of certificate programs designed to prepare students for immediate employment. Programs of study cover a wide variety of subject areas and vocational interests and are designed to provide all students the opportunity to succeed in college according to their ability and initiative."

Dora M. Campbell,<sup>24</sup> coordinator at the Center at Essex County College, responded as follows in a recent interview:

**Question:** What is your definition of career education?

**Response:** Career education prepares one to learn about and to explore the many options in specialized areas of careers in which the student has an interest. Career education helps, eventually, the student to find a comfortable place for himself in the world of work.

**Question:** How are the interests of students determined?

**Response:** Interests are determined through individual counseling and through the use of testing in which we use instruments such as the Kuder and the Strong-Campbell inventories.

**Question:** How are students classified in your program?

**Response:** We work with undergraduate students.

**Question:** Do you recruit students for the program?

**Response:** Yes. The Work-Study program is used to recruit students who are interested in the helping relations fields. We work with these students in our area.

**Question:** What proportion of each minority group is enrolled in the Counseling and Career Development Center?

**Response:** Approximately 70 percent Blacks, 10 percent Hispanics, and approximately 5 percent other minority groups.

**Question:** Does the program offer courses?

**Response:** Yes, among others, we offer two courses:  
(1) Group Dynamics, and (2) Student Career Seminar. During individual counseling we stress self-appraisal, long-range career planning, and behavioral changes which include personal and academic achievement. In group courses we provide students with activities in career exploration, writing, and role playing for job interviews.

Career awareness is increased through the use of audio-visual materials and by inviting prominent guests from a variety of fields. In our career awareness and career exploration activities we have programs and guests that help to develop the self-concept, especially for the minority student.

**Question:** Will you briefly explain other functions of the Center?

**Response:** A transfer office is part of our Counseling Center. We supply basic information, hold transfer seminars, visit classrooms, and discuss further training for careers in major curricula. Field trips are arranged for students to: (1) see residential and other community colleges in our vicinity, and (2) visit businesses and industries in order for students to get a realistic picture of occupations which emerge from their major course of study.

In 1974 the Placement Office and Human Resource Center were merged. Thus, our new name, Counseling and Career Development. This merger, helped counselors to continue with their counselees through more phases of the counselees' career developments.

During 1975 we instituted the assignment of a counselor to each academic department. We refer to this as our liaison

role. The counselor visits his or her (other) department a minimum of 4 hours a week. He or she identifies students in majors, offers transfer workshops, and presents education in what is hoped is an innovative fashion.

**Question:** Does the Center work with other programs or projects at Essex County College?

**Response:** Yes. The Center has sponsored, or assisted with, annual seminars and career fairs for Allied Health fields, Legal Aid, Secretarial studies, and Social Services workshops. We are in the process of planning a seminar for handicapped students in relationship to their career expectations and preparation for employment. We assist other programs such as the Labor Study Program, the Educational Opportunity Fund, and the Cooperative Education Program at Essex County College.

**Question:** How long does the student remain in the Center?

**Response:** The student must acquire 12 academic credits and maintain a grade point average (GPA) of 2.3. The student must identify also a career goal.

Upon completion of the requirements of the Counseling and Career Development Center, the student may be admitted to the Cooperative Education Program, which is directed by Reginald E. Gilbert.<sup>25</sup> When interviewed, Gilbert provided information pertaining to the Cooperative Education Program which appears in the following sequence of questions and answers:

**Question:** What are the requirements for enrolling in the Cooperative Education Program at Essex County College?

**Response:** Cooperative Education is provided for the student who has acquired 12 academic credits and a GPA of 2.3. This student has identified a career goal and is permitted to enroll in Cooperative Education. The student is placed in a position which is related to his career interest.

**Question:** Does the Cooperative Education Program have other specific requirements?

**Response:** Yes. Specific learning objectives are set up with the student and the employer. During a 15-week period the student must be involved with the particular goals which are associated with his job. Evaluation is done by means of student self-appraisal along with evaluation on the part of the employer.

**Question:** What proportion of each minority group is enrolled in Cooperative Education?

**Response:** Approximately 70 percent Blacks, 10 percent Hispanics, and 5 percent other minority groups.

**Question:** How can minorities benefit from Cooperative Education?

**Response:** Students who have disciplined themselves to acquire 12 academic credits and a GPA of 2.3 are permitted to pursue their career choices.

**Question:** What is the relationship of Cooperative Education to vocational education?

**Response:** No vocational education is offered in Cooperative Education at Essex County College. Thus far, only paraprofessionals are prepared in professional areas.

**Question:** How can the Cooperative Education Program be improved?

**Response:** There is a need for more available employers in diverse areas, for during the next generations new careers will emerge.

The needs of minorities are given many considerations at Essex County College. In addition to the services already mentioned, the Office of Career and Cooperative Education provides the college community with information which pertains to: (1) career offerings at post-secondary institutions throughout the county, State, and neighboring States; (2) employer needs (thus establishing opportunities for the students to link the world of study with the world of work); and (3) work-stations, internships, or work-study assignments which enable students to acquire academic credits required for graduation. The Office of Career and Cooperative Education secures local, State, and Federal funding for the establishment or expansion of career offerings while acting as liaison between the college and business community for vocational and technical training.

The students in attendance at Essex County College receive other services, such as testing. The testing is of great importance. It includes (1) the College Guidance and Placement and College Examination Program examinations, and (2) a variety of vocational interest tests and personality tests administered to students on a referral basis by the school psychometrist.

Financial aid programs administered by the college include: (1) Supplemental Educational Opportunity Grants (SEOG); (2) Educational Opportunity Fund (EOF); (3) National Defense Student Loans (NDSL); (4) College Work-Study Program (CWSP); (5) Nursing Loans and Scholarships (NSL and NSP); and (6) Law Enforcement Loans and Grants (LESL and LEPG). There may also be, from sources not as regularized as those just listed, additional forms of aid.

Some financial aid programs are administered by agencies not within the college community. Among some additional forms of aid are the following: (1) Basic Educational Opportunity Grant (BEOG); (2) State Scholarships; and (3) special sources aid, which includes: (a) G.I. Educational Benefits; (b) Social Security Benefits; and (c) Welfare Benefits. Scholarships are available to students from private agencies associated with business, labor, and industry.

Numerous special programs and projects provide services to students at Essex County College. Some of them are: (1) Project DEEP (Degree Educational Equivalency Program), which was designed to give adults an opportunity to acquire a high school equivalency diploma; (2) Special Services Project (a specially federally funded project for 300 students who are educationally deprived, the services available include special academic offerings, tutoring, counseling, career exploration, and place-

ment); (3) the Bilingual Program, which offers the Hispanic community an educational environment designed to be, it is hoped, educational and cultural; (4) the Special Veterans Project; (5) the Upward Bound Project; (6) the Senior Citizens' Program; (7) Project Trend (an acronym from Targeting Resources for the Educational Needs of the Disadvantaged); (8) a Labor Studies Program; and (9) an International Studies Program which permits students to study abroad.

Each of the seven progressive steps (career awareness, career exploration, career motivation, career decisionmaking, career preparation, career entry, and career maintenance and progression) in career education which are necessary in the career development model are adhered to in the education of students in the Counseling and Career Development Center as well as in the Office of Career and Cooperative Education at Essex County College. Collaboration of various programs at the College with the local, State, and Federal community is commendable. The Departments of Social Services, Juvenile Delinquency, Police, and Public Health work very closely with the Counseling and Career Development Center as well as with the Office of Career and Cooperative Education. A nursery school provides services to 90 children of students and faculty members. The process of career development at Essex County College serves the needs of minorities from the cradle to the grave. The question, then, is what are some of the remaining problems which prevent minorities from benefiting fully from career education?

#### Attitudes of Minority Leaders Toward Programmatic Assumptions of Career Education

According to Hoyt, three programmatic assumptions of career education which serve as operational deterrents to effective career education for minority persons are: (1) the assumption that career education is a collaborative effort; (2) the assumption that the classroom teacher is the key to the success of career education; and (3) the assumption that career education is inexpensive.<sup>26</sup> The responses of the national minority leaders to items which dealt with programmatic assumptions of career education verify the fact that problems do exist with career education and suggest some solutions for the elimination of these problems.

Item no. 13 was detailed in that it asked the leaders to explain briefly how career education could be strengthened by eight factors, which included: (1) the educational system; (2) the home; (3) the family structure; (4) the business community; (5) the labor community; (6) the industrial community; (7) the professional community; and (8) the governmental community. Item no. 13a requested brief explanations of how the educational system could strengthen career education for minorities. Seven suggestions were given. They were: (1) teach minority children to read, to write, and to do arithmetic (90 percent); (2) eliminate wholesale "tracking" of minority students (80 percent); (3) develop parent education workshops which would require the active participation of minority parents (65 percent); (4) cooperate with labor, industry, business, various

branches of government, and juvenile delinquency courts (83 percent); (5) conduct cultural diversity workshops and programs to help eliminate bias, prejudice, and racism on the part of some teachers of minority and low-income students (67 percent); (6) organize seminars and institutes which would provide teachers with information about outstanding contributions that have been made by minority persons (55 percent); and (7) make provisions for teaching bilingual children, especially those who have difficulty in-communicating in the English language (24 percent). (These data are shown in Appendix F, pages 85 to 90.) From these indications, seemingly, an educational system could collaborate with students, parents, and a community, as well as with teachers in an effort to strengthen career education for minorities.

The leaders were asked, in no. 13b, to explain how the home could strengthen career education for minority persons. The five responses recommended actions to be taken by the parents, including: (1) teaching their children the benefits of good health habits and to take advantage of medical and dental clinics (91 percent); (2) reading and talking to their children (88 percent); (3) learning to budget their incomes and teaching their children the value of money (83 percent); (4) encouraging their children to achieve in school and to remain in school (65 percent); and (5) whether employed or unemployed, encouraging their children to learn to work in order to become self-sustaining citizens (53 percent). Workshops and training programs would be necessary in order to test the value of the five suggestions. However, if effective, the taxpayers would realize eventually the true benefits of monies spent.

Item no. 13c asked the leaders briefly to explain how family structure could strengthen career education for minorities, and this is what the leaders had to say: (1) parents within nuclear families should work cooperatively with the school and other institutions in an effort to help their children to achieve both academically and socially (69 percent); (2) single parents should provide children with positive mother or father images in their neighborhood, church, recreation center, or school (59 percent); and (3) parents should assign chores to their children on a daily basis in order for their offspring to become contributing members within the family structure (22 percent).

Apparently the leaders felt that the business community should return some of its profits or gains to the sources from which they had come. Item no. 13d asked for explanations of how the business community could strengthen career education for minorities. The responses to this item included the following: (1) cooperate with schools by providing laboratory training in business and summer work programs for minority and low-income students (83 percent); (2) in cooperation with the schools, sponsor career days for minority students (82 percent); (3) provide tours for school children (78 percent); and (4) award scholarships to college-bound minority and low-income students (39 percent).

Advocacy of fair hiring practices for minorities and of the enforcement of such practices have appeared in the responses of the leaders on several occasions. Item no. 13e requested brief explanations of how the labor community could strengthen career education for minorities.

Almost all of the leaders, or 96 percent, said that agencies within the government should exert themselves to see that labor and management used fair hiring practices in dealing with minorities, although less than a third of the group, or 32 percent, expressed themselves to the effect that the fair hiring of minority persons should be put into bargaining contracts and that fair hiring should be guaranteed to minorities. A large proportion, or 82 percent, indicated they felt that labor should sponsor career days and tours for students in cooperation with the schools. Two-thirds of the group said that labor should sponsor work-study and summer training programs for minority students. A little less than two-fifths of the leaders, or 39 percent, suggested that labor should award scholarships and fellowships for minority and low-income students who enrolled in colleges and universities.

In item no. 13f, the leaders were asked to explain how the industrial community could strengthen career education for minorities. To this the responses were: (1) provide career days (82 percent of the respondents); (2) provide tours for school children (77 percent); (3) provide consultants for schools when various units are taught (82 percent); (4) provide training in industry and summer work programs (83 percent); and (5) award scholarships to college-bound students within minority and low-income groups (39 percent).

When asked in item no. 13g to explain briefly how the professional community could strengthen career education for minorities, the following responses were given: (1) outstanding professionals from minority groups should be used in schools as consultants, lecturers, and/or demonstrators to provide information and to serve as enhancers of the self-concepts of minority and low-income students (86 percent of those responding); (2) scholarships and fellowships should be provided for college-bound minority persons (77 percent); (3) training programs and work-study programs should be provided for minority students who are interested in becoming paraprofessionals (27 percent); (4) programs in the cultural (fine) arts should be provided for minority and low-income students (12 percent); and (5) programs in health, family relations, and counseling should be provided for minority groups (8 percent). It is a fact that many educational settings do not take advantage of the great variety of services which are provided by civic, social, and service organizations which are directed by professionals who are interested in the solution of problems of minority and low-income persons.

In response to item no. 13h, the leaders gave several suggestions which they had provided previously to other items. When asked to explain briefly how the governmental community could strengthen career education for minorities, the leaders said: (1) cooperate with school systems, industry, business, and labor in establishing work-study and internships (94 percent); (2) provide programs for minority and low-income students and parents (91 percent); (3) provide training and work programs for unemployed and dropouts among minority groups (88 percent); and (4) enforce fair hiring practices for career entry, career maintenance, and career progression through agencies such as HEW's Office

of Civil Rights, the U.S. Department of Justice; the U.S. Department of Labor, and others (88 percent).

Item no. 14 asked: How can the teacher use the community as a learning laboratory in which persons within minority groups can see implications of subject matter? The three responses included: (1) work closely with parents, business, industry, labor, professional and social organizations, churches, Departments of Public Health and Social Services, the Juvenile Delinquency Court, and the Police Department (90 percent); (2) use individuals from community agencies (including business, labor, and industry) as consultants, lecturers, and demonstrators in various units which are taught (82 percent); and (3) arrange for training, work-study, and summer programs for students (76 percent).

Two questions were asked in item no. 15. The first of these was no. 15a, which asked: During the teaching/learning process, based on individualization of instruction with members of minority groups, how can the teacher use a successful project approach? Of the survey group, 83 percent indicated that this could be accomplished by teaching minority children to read, to write, to do arithmetic, and to help minority children to understand why work is important. Almost two-thirds of the group, or 63 percent, said that the teacher of minority children should use strategies and media which help students to understand their school work and to make a worthwhile contribution to the group of which they found themselves a part. A smaller number, or 39 percent, said that teachers of minority children could add to their success in teaching by relating the contribution of each class member—who would be, by the teacher's design, working at his or her own rate of speed—to the overall success of the project.

Item no. 15b asked: During the teaching/learning process, based on individualization of instruction with members of minority groups, how can the teacher use a success approach? As indicated in survey returns, the success approach involved making each child aware of the contribution which each makes to itself and to the group, according to 88 percent of the leaders. Four out of five, or 80 percent, said that each child should be helped to realize that he or she must work in order to become a self-sustaining citizen. That the teacher should take into account the individual differences which exist in the interests, the needs, and the abilities of each child, and then help each child to develop at its own rate of speed, was a viewpoint indicated by 55 percent of the leaders.

Reference to the appropriation of additional funds for the inservice education of inner-city teachers, parent education programs, field trips and work-experience sites, a wide variety of career exploration and decisionmaking equipment, and guaranteed access to post-high school education supplied the substance for the six sections of item no. 16. The first section of this item, no. 16a, asked: In reference to the training of minority groups, what are your attitudes toward the appropriation of additional funds for career education which would involve inservice education of inner-city teachers? Generally speaking, all of the leaders favored appropriating additional funds for inservice training of inner-city teachers. The responses included: (1) Very favorable (45 percent of the

respondents); (2) By all means (39 percent); and (3) Good idea (28 percent).

The leaders agreed that parent education programs would require an appropriation of additional funds for special staff. Item no. 16b asked: In reference to the training of minority groups, what are your attitudes toward the appropriation of additional funds for career education which would involve special staff for parent education programs? Better than four-fifths of the leaders, or 83 percent, said that many minority and low-income students will not understand the benefits of work unless their parents are trained to realize the meaning of work and impress this meaning upon their children. A little more than one-third said, "A necessity, if career education is to be a success." One-fifth of the leaders simply said, "I agree."

The leaders were in complete agreement with respect to their response to item no. 16c, which asked: In reference to the training of minority groups, what are your attitudes toward the appropriation of additional funds for career education which would involve field trips and work-experience sites? The primary response was that career education cannot be a success without additional funding for field trips and work-experience sites (91 percent), with 73 percent of those polled recording simple agreement, but 49 percent adding to their agreement the statement "Very important."

Again, the leaders were in complete agreement in their responses to an item which dealt with the appropriation of additional funds for career education. Item no. 16d asked: In reference to the training of minority groups, what are your attitudes toward the appropriation of additional funds for career education which would involve a wide variety of career exploration and decisionmaking equipment? Of those polled, 59 percent said "Yes" (meaning, of course, that they favored such an appropriation); 43 percent said, "Very agreeable"; and 22 percent said, "Additional funds are necessary."

Item no. 16e stated: In reference to the training of minority groups, what are your attitudes toward the appropriation of additional funds for career education which would guarantee access to post-high school educational programs? The respondent percentages were: 40 percent, yes; 34 percent, very agreeable; and 29 percent, very positive.

The last item which dealt with the appropriation of additional funds for career education for minorities was no. 16f, which read: In reference to the training of minority groups, what are your attitudes toward the appropriation of additional funds for career education which would involve ascertaining access to bona fide employment for minority group members? Of the leaders, 80 percent said, "Absolutely necessary." A smaller number indicated, "Career education cannot succeed without this."

Judging from the responses given to all sections of item no. 16, serving the needs of minority and low-income students will be very expensive in career education. It should not go unnoticed, however, that even under current funding levels, many of the career education programs in prog-

ress throughout the Nation have succeeded in serving the needs of minorities.

### Some Successful Career Education Programs for Students with Special Needs

The responses of the national leaders have implied that if career education is to succeed, many parents should be trained for it so that these trained parents can be of help in the career development of their children. For parents in Akron, Ohio, who cannot participate in career activities during the day, evening minicourses have been conducted to enable these parents to develop ways whereby they can assist in the career development of their children. Among other things, these parents are given opportunities to observe vocational programs which are available to students. Nicholas Topougis<sup>27</sup> is Coordinator of Career Education in Akron. Some of the viewpoints of this career education expert, who functions in a highly industrialized area, were obtained in an interview which he gave in Akron, Ohio, on March 8, 1976.

A brief examination of the series of questions and answers which follow should provide some insight as to why career education is an effective program in Akron.

Question: What is your definition of career education?

Response: Career education is a concept designed to provide students with necessary information and experiences to prepare them for living and working in society. It combines the efforts of home, school, and community, and reaches from preschool to adulthood.

Question: What is the purpose or the function of career education?

Response: Career education prepares the individual for working and living in a society which might be completely different from today's society. . . . Career education provides many areas of work opportunities from which the individual can choose interesting work opportunities. . . . Career education provides preparation which will help the individual to cope with possible changes in one's future life style.

Question: What is the proportion of minority youngsters involved in career education?

Response: All children are involved in career education. . . . Approximately 55 percent are white and 45 percent are black. Career education programs exist in 22 schools, which include 14 elementary, 5 junior, and 3 senior high facilities.

Question: How can minorities benefit from career education?

Response: Career education can help minorities: (1) to raise their self-esteem, and (2) to raise parental aspirations.

Question: How can career education be improved?

Response: Each element of the career education program should be integrated with the academic structure of the school. Exam-

ple: From K-10 approximately 25 to 30 percent of the teacher's time is spent in fusing career education with the academic program.

Stereotyping of career education should be eliminated.

Time should be allocated for helping teachers to prepare youngsters for decisionmaking, parenthood, and wise use of leisure time. Business and industry, along with professional agencies, should be tapped more vigorously for their many resources.

All teachers should receive inservice education having to do with career education. (Note: between 80 and 85 percent of the teachers in Akron have received some inservice training in career education.)

There is a need for more involvement of higher education which deals with:

- preservice training of future teachers;
- inservice training of teachers actually working with children; and
- training personnel in higher education to change their attitudes toward career preparation.

There is need for a greater commitment from business and industry to career preparation: A need exists for more focus on career education at the Federal level.

More funding is needed over longer periods of time. Legislative leadership is greatly needed.

There is a need for parent education.

More community involvement is a necessity....

**Question:** What is the relationship of career education to vocational education?

**Response:** Vocational education constitutes only a small phase or segment of career education in the Akron school program. Vocational education is blended into the 11-12 grade programs.

Career education and vocational education complement each other. Nevertheless, many minority leaders and minority parents are very much concerned about the "tracking" of minority and low-income students into vocational education programs. What needs to be understood, however, is that minority leaders are not, in this concern, simply repudiating vocational education. They appreciate the need for vocational education, for they cannot forget the futility of job seeking by young people who lack occupational skills. But they also appreciate the need which all workers have for an education which will suffice for leisure and citizenship as well as for gainful employment. They know, too, that there are young people of minority extraction who should not be "tracked" into anything but the kind of training which once DuBois advocated for his "Talented Tenth." For these, as for the vocationally minded, however, the basics of the three R's are still a categorical imperative. And career education insists on the basics.

Frank L. Perazzoli,<sup>29</sup> a Program Specialist in the Office of Education, Washington, D.C., was interviewed on March 25, 1976. A major differ-

ence between the function of career education and that of vocational education was clearly stated at the very beginning of the series of questions and answers which follows.

Question: What is the relationship of career education to vocational education?

Response: Career education involves the orientation, the awareness, and the exploration of the world of work. Vocational education is the training necessary to develop the skills to enter the world of work.

Note: The student bound for an institution of higher education uses career education for enhancing his (her) cognitive and affective domains, and the necessary competencies for a specific profession, while vocational education is used to help him (her) to determine whether he can develop the skills required for a specific or chosen trade (other than professional-level).

Question: What is your definition of career education?

Response: Career education is the infusion or blending of the academic with the world of work, to provide individuals of all ages with learning experiences which will assist them to acquire information about occupations within our economy; to develop proper work habits and attitudes; to make intelligent choices of careers; and in general to prepare for a useful and satisfying lifestyle within a democratic society.

Question: What is the purpose or function of career education?

Response: The purpose of career education is to:

- Give individuals a clearer understanding of the relationship between what they learn in school and the world of work.
- Teach proper work habits and attitudes.
- Assist individuals to better understand themselves, their interests, and abilities.
- Teach career decisionmaking and job-hunting skills.

In general, career education will prepare an individual with the type of learning and experiences that will assist him (her) to select a life role.

Question: What is the function of career education in highly industrialized or rural areas?

Response: In a highly industrialized area it is imperative that career education actively involve the business-industry-labor-professional community. It will assist in policy formulation and provide the work-study opportunities, work experiences, observational experiences, and eventually, the job market for the individuals.

In the rural areas it will be necessary to bring resource people in to inform students about various job opportunities, and more field trips will be required to give the students opportunities to observe the real world of work.

In essence the individual should be given the opportunity to observe and, if possible, to experience as many "job

environments" as possible in order to enhance his future occupational choice.

**Question:** How can minorities benefit from career education?

**Response:** Career education familiarizes the individual with an ideal educational concept which broadens one's total horizon in regard to the real world . . .

. . . The job horizon is broadened as well as the possibility of choosing a new lifestyle. . . .

Career education serves as a motivating factor which assists one in doing a self-analysis of what he (she) is and of what he (she) can become. . . .

Career education provides a system which offers the same opportunities to minority groups, as well as to the more dominant group, regardless of race, religion, or sex.

**Question:** How can career education be improved?

**Response:** Career education must be infused in all the subject areas taught in the public school system.

- It is imperative that the State and local education departments make a total commitment to career education.
- There should be a systematic approach to give all teachers inservice training in the career education concept.
- Teachers can highly motivate students by explaining how their learning experiences in the subject area will relate to the world of work.
- It must establish an effective, cooperative, and joint endeavor among the school, business, industry, labor, and the community at large toward career education.
- Leadership and funds must be continued from the Federal level for at least 5 more years.
- Parents must be informed as to what the career education concept is all about.
- Institutions of higher education must infuse the career education concept as preservice training for all teachers.
- Institutions of higher education should offer more career guidance and counseling to all college students.

Numerous career education programs serve the special needs of many minority and low-income students. Some examples of such programs, located throughout the country, are described briefly below.

Junior and senior high school students in Washington, D.C., have for some time participated in a program called "Workshops for Careers in the Arts." This program for talented students pairs each accepted applicant with a performing professional for summer and school year (3 hours daily) tutelage. Students continue to receive the rest of their academic instruction in the regular school program. A public high school for the arts has recently been initiated to allow the expansion of this effort.

"Career House," a special program for gifted, underachieving, post-high school students, operates in Devon, Pennsylvania. The program is a residential educational effort to enable bright students with personal or

underachievement problems to prepare for college. This highly individualized program includes career planning, work experience opportunities, vocational counseling and guidance, extensive individual and group counseling, psychotherapy, and supportive services.

Meeting the needs of students from low-income families, students from broken homes, and other types of students with serious learning problems are highlights of the Cooperative Occupational Program of the New Castle-Gunning, Bedford School District (New Castle, Delaware). Middle and high school students in this program are given the chance to explore many career areas through participation in classroom activities, field trips, and cooperative work experience.

The Urban Career Education Center Program in Philadelphia (administered by the Opportunities Industrialization Centers of America) is a major effort to provide career education for minority, inner-city, predominantly black students. The project has three major components: (1) the Career Orientation Program, which trains teachers to offer career education in K-12 programs and helps parents learn to aid their children's learning and career development; (2) the Career Intern Program, which provides an alternative high school experience for approximately 150 dropouts and potential dropouts through a variety of basic subjects, work experiences, career guidance and counseling, as well as other services; and (3) the Career Community Program, which involves parents in the operation of the Intern effort and which helps them to receive career counseling for themselves. A variety of innovative approaches is being utilized in this program. Associate Professionals (trained parents and community representatives) work with parents in the home. The program is jointly funded by the National Institute of Education and the U.S. Office of Education.

A career education technique being used successfully to help all types of students to improve their basic skills as well as to gain career awareness is called Visual Literacy. Its application in elementary schools in Nampa, Idaho, shows its particular effectiveness with special education and migrant students. In this approach students visit local businesses or industry and prepare a slide/tape presentation during their visit. They take the pictures, write the script, record the background music and sound track, and learn how to operate the necessary equipment. In addition to the finished product, which can then be used by other students, they learn and enjoy math, language arts, science, and other important skills.

The Howard Educational Park career education program in Wilmington, Delaware, is engaged in numerous efforts to provide career education for minority students. In addition to a full K-12 program, this project provides special career education opportunities for unwed mothers, and operates a school-sheltered program for early school leavers. In this program they are able to acquire job entry skills without having to reenter the regular building program. Howard Educational Park is also planning a center for the creative arts to expand its career offerings to predominantly inner-city students.

Career education programs are being beamed to remote areas in the

Rocky Mountain States and in Appalachia through the use of an ATS-F satellite launched in mid-1974. The Rocky Mountain project is focusing on self-assessment, career information, and decisionmaking programming for middle school students in 56 rural communities. Several of these sites also have the ability to communicate with each other and directly with the central programming headquarters in Denver. The Appalachia project is concentrating on staff development in career education for elementary, middle, and secondary school teachers. Participants will view pretaped lessons, attend laboratory sessions, and participate in live seminars transmitted via satellite.

The Mesa Verde High School in Carmichael, California, operates year-round with highly flexible scheduling. Students can take courses which meet anywhere from 1 period a week to 6 periods a day. Credit is based on work accomplished rather than time spent in class, and work experience is encouraged as a part of the regular curriculum for all students. The campus will truly be integrated with the community, with plans for a county library, a medical center, and governmental agencies directly on the school grounds. Teachers are able to use craftsmen and professionals from the community on a short-term contract basis, and an on-site shopping center run by students is also planned for construction in the near future. Students will participate in the construction and furnishing of the stores as well as in their day-to-day operation.

The Skyline Career Development Center in Dallas, Texas, has a vocational-academic curriculum. Students spend 3 hours a day or more in one of more than 26 career clusters, which include such areas as: performing arts; horticulture; child-related professions; aeronautics; English-Journalism; and the world of environmental control systems. The extensive facilities at Skyline include an airplane hangar, a greenhouse, and a computer center, not to mention more traditional cosmetology, business, and construction areas. Excellent relationships with the business-labor-industry-professional community assure the latest in equipment and course content, especially through the use of Cluster Advisory Committees.

"City-As-School," an alternative school in New York City, is a program for selected junior and senior high school students who have completed math and science requirements. Students are allowed to pursue a variety of learning experiences, for credit, under the mentorship of community resource persons. Both brief and extended courses are offered in such areas as magazine publishing, social work, environmental improvement, performing arts, drafting, museum exhibitions, and so on. In one course, for example, two students worked with a local park warden in studying plants and their propagation. Students also planted (and later transplanted) seeds and learned about soil preparation, pruning, and park maintenance and improvement.

#### Evaluative Data on Career Education Projects

Evaluative data are being made available on various career education programs throughout the country. Data from the Pinellas County Career

Education project in Florida reveal that significant differences were found in the educational awareness of experimental versus control students in grades K-1 and in the career awareness of experimental versus control students in grades 2-12.

Students in the career education program in Potlatch, Idaho, scored significantly higher on spelling and English tests than did control students in the same school system. Students in the program also showed a marked improvement in the relationship between their stated career choice and their choice as indicated by test inventory of interests. Seniors in high school showed a jump in the congruence between stated and tested choice of nearly 40 percent during the 1 year they were in the project.

Arterbury, Collie, Jones, and Morrell<sup>20</sup> reviewed representative studies that were indicative of the efficacy of the career awareness element of career education. Although the research team reported quantitative evaluations for numerous projects, only nine have been cited below.

The Pontiac Vocational Career Development Program (1971) attempted to increase the occupational knowledge and self-concept of students. . . . The three major findings were: (1) students showed significant gain in their level of occupational knowledge; (2) upper elementary children showed greater gain in occupational knowledge than did lower elementary children; and (3) at the end of the Program students selected occupations of higher rank than they did at the beginning of the Program.

A report on a Research and Development Project in Career Education (1974) from the Department of Education in Pennsylvania presented a study to determine the effects of Project activities on the children involved. Matched samplings of third- and fifth-grade students were compared. The comparisons, made between highly involved and moderately involved students, revealed that the third-graders who were highly involved could list more occupations in 1 minute than their less involved counterparts. The highly involved fifth-graders were superior to the moderately involved group with respect to self-concept development and attitude toward school.

The Research and Development Project in Career Education in Wichita, Kansas, utilized the Career Knowledge Test at the primary level in the pilot elementary schools. The Occupational Similarities Scale showed a significant difference at the .05 level between pre- and post-tests on students at the K-2 level. At the intermediate level (3-6) the Orientation of Career Concepts (OCC) was administered, and statistically significant differences were found on the Vocational Vocabulary Scale (.01), the Working Conditions Scale (.05), and the Worker's Earning Scale (.05).

The Career Based Curriculum Project in Monroe, North Carolina (1975), evaluated two goals for their elementary program relative to self-awareness and career awareness. Goal 1: to increase each child's self-awareness, encouraging a positive self-concept. . . . Statistically

significant differences occurred on six of the eight scales for third-graders. Goal 2) to increase the pupils' awareness of the many occupations and job roles in the community. . . . Students in the third grade Project schools listed more at the .05 level than did third-graders in the control schools. The mean number of workers listed by sixth-graders in Project schools was significantly higher than sixth-graders in the control schools at the .01 level.

Unified School District No. 250 of Pittsburg, Kansas, utilized the Self-Observation Scales and the Career Maturity Inventory to evaluate their career education programs. Approximately 200 students randomly selected from all six of the elementary schools in Unified School District No. 250 were tested as the experimental group. A parochial school which did not have a career education program was used as a control group. At grade three the results of the Self-Observation Scales showed that out of 18 possible comparisons (i.e. six schools x three scales) the schools in the Unified School District No. 250 exceeded the national norm of 50 and the average percentile score of the control group in 12 cases. At grade six the results showed that of a possible 30 comparisons (i.e. six schools x five scales) the sixth-graders exceeded the national average of 50 in 24 of the 30 comparisons. The evaluation of the ninth-graders used the Career Maturity Inventory, and a statistically significant difference was found between the experimental and control groups on Part 2: Knowing About Jobs.

Behavioral Research Associates prepared the evaluation report of the Cochise County Career Education Project (1975). The results of the evaluation showed significant differences on all variables between a high exposure to career education sample and a low exposure sample. Cochise County also included an evaluation of self-awareness. Self-awareness was measured by the students' responses to four questions. One question covered self-expectations for school performance. Another question asked the students to compare themselves with other students in terms of how right they were. The remaining two questions dealt with the students' certainty of attaining educational and occupational aspirations. The results indicated that students in the high exposure sample were consistently more positive in terms of self-awareness than the students in the low exposure sample as measured by the four questions.

Behavioral Research Associates evaluated the Pima County Developmental Career Guidance Project (1975). They concluded that: students exposed to career education demonstrated a greater awareness of the world of work. On every index designed to measure career-awareness, economic-awareness, and decisionmaking, the students with career education exposure scored higher. . . . This finding reflects favorably on the Arizona Career Education Effort and highlights one major goal of career education, which is to expand the students' conceptualization of the economic marketplace.

Students exposed to career education (1) have knowledge of a wider range of occupations both between and within occupational categories; (2) have more ability to evaluate the skills needed in preparation for certain occupational choices; and (3) have more self-confidence that their goals are both realistic and achievable.

Pima County included also an evaluation of self-awareness. Their findings suggest: one of the most promising findings this year is related to the area of self-awareness. Students in the high career education group were more certain of attaining their educational and occupational aspirations, rated themselves favorable relative to other students in their grade level, and expected higher achievement for themselves compared to students in the low involvement group.

Prince George's County Public Schools in Maryland (1975) included the following question in evaluating their career education program. "Do pupils involved in career education acquire more knowledge about the world of work than do controls?" The results of their study found that at each grade level (with the exception of ninth grade) the experimental groups scored higher than the controls. Statistical significance was reached at levels 6, 7, 11, and 12.

Studies relating to the effects of career education programs on academic achievement were reviewed by Bryant.<sup>30</sup> Among the many studies reported, 10 have been cited below.

Included in a career education program in Elkhart, Indiana, were eighth- and ninth-grade students in an inner-city school. Objectives were to enable the students to increase their reading and comprehension levels and to increase their career options. Participants in the program were functioning at reading levels 4 or more years below their grade level. Directed activities utilizing workbooks were provided the students for 1 period per day. Fourteen learning excursions into the community were made by the group during the year. Scores of students indicated growth gains in language and reading skills that ranged from .6 to 3.3 years. The average gain was 1.5 years.

In a manuscript entitled "Evaluation of Career Education: Implications for Instruction at the Elementary School Level," Hoyt (1975) referred to results reported by Clifton Purcell of the Santa Barbara, California, career education program in 1974. The Cooperative Primary Reading Test was administered to second-grade students in a class in which career education approaches were emphasized and in a class not involved in such an approach. The scores for the students in the career-education-oriented class were significantly higher, statistically, than the scores of the other students tested.

During the 1974-1975 school year a main thrust of the elementary school level career education program of the Ceres, California, Unified School District (1975) was the determination of the impact of the program on academic achievement. The overall gain made by pupils in

grades one through six in reading was 12 percent. In math, a gain of 11 percent was indicated.

A 3-year occupational information project for grades 1-12 was implemented in the schools of Henderson County, Kentucky. The Comprehensive Test of Basic Skills was used along with the Barclay Classroom Climate Inventory and other instruments to assess the value of the program. No negative effects on students' scholastic growth was reported. It was concluded by the researchers that the school had changed from a traditional subject matter orientation to a more life-centered one.

The 3-year developmental career education program in Cobb County, Georgia, by design and by nature, placed special emphasis on those students who were culturally, economically, or otherwise handicapped or disadvantaged. An objective of the program was to integrate a career development program into existing curriculum to enhance traditional academic learning. A product objective to increase student academic achievement as measured by achievement tests was partially attained. The evaluation was based upon results of the regular school administration of Iowa Tests of Basic Skills to third-, fourth-, and sixth-grade students in September 1972. At the third-grade level, the average grade equivalent score for experimental and control students was 3.35 (comparison made to grade equivalent of 3.1). The fourth-grade students were tested in October 1972, and the expected grade equivalent score was 4.2. The overall mean score for the project schools was 4.15; the average score in the control schools was 3.95. The overall grade equivalent scores of sixth-grade students in the project schools exceeded the expected grade equivalent score by .2 while the score in the control schools was .2 less than the expected grade equivalent. The overall means for the project schools were equal to or higher than the overall means of the control schools at each of the three grade levels tested.

In a study involving 348 elementary students in North Central Texas, Bryant (1975) found that academic achievement was increased through the implementation of career education programs. Randomly-selected schools in a 10-county area participated in the study, which was part of a larger dissemination effort jointly sponsored by Education Service Center Region XI and Partners in Career Education. Teachers in the experimental group participated in 3 days of staff development and were given teacher-developed, career-education curriculum guides for use in planning instruction in language arts and social studies classes. Consultant help was provided teachers on a request basis. Statistically significant differences between the two groups were found to exist on the scores of the total achievement battery ( $p < .001$ ), Reading Test ( $p < .01$ ), Language Test ( $p < .00$ ), and Study Skills Test ( $p < .01$ ). Differences that were statistically significant at the .001 level ( $p < .001$ ) were indicated in the Vocabulary, Language Expression, and Reference Skills subtests. All differences favored the experimental group. Career-

education concepts were not introduced into the arithmetic curriculum, and no greater gain was made in arithmetic by the experimental group than was made by the control group. The findings supported the conclusion that the infusion of career-education concepts into the ongoing program of curricular offerings can have a positive effect upon the cognitive growth of students as evidenced by achievement test scores.

In Philadelphia a prototype, experienced-based career education program has been developed, operationalized, and tested by Research for Better Schools, Inc. The 4 years of the career education program have encompassed 1 year at the planning stage and 3 additional years at the operational stage. According to Kershner and Blair (1975) the evaluation activities during the first year of operations were largely formative in nature. During the 1973-1974 school year, 250 students were released by the School District of Philadelphia to participate in the program. The report of the internal evaluation staff focused on the 38 first-year students who completed all of the testing. . . . The Experience-Based Career program included three types of instructional activities. First, students spent at least 1 day a week engaging in a wide variety of "hands-on" activities conducted at the work sites of over 80 participating industries, businesses, agencies, and unions. Second, structured small group guidance sessions were held each week, in addition to individual counseling that was provided. For an hour and a half each day students were given individualized learning opportunities in communication skills and mathematics. A teacher-student ratio of 18.44 to 1 was reported. All students were administered a pre-test-post-test series of instruments which included the Comprehensive Tests of Basic Skills. . . . Hypothesized growth within groups was tested through the use of correlated t-tests. In all studies reported herein except those relating to evaluation of Experience-Based Career Education projects, a .05 or .01 level was established as a level of significance. All of the tests run on the experimental group demonstrated a statistically significant ( $p < .10$ ) growth in reading and math. In addition to a total reading and arithmetic score, scores were obtained on vocabulary, comprehension, computation concepts, and applications. Analysis of co-variance revealed no statistically significant differences between the gains of the experimental comparison students except for a difference, favoring the experimental group, in Arithmetic Application.

Northwest Regional Educational Laboratory made an evaluation of students in another Experience-Based Career Education program. . . . Individual study, individual tutoring, and application of skills in practical situations were all employed to help students increase their ability in mathematics. Scores on the math subtest of the CTBS showed that students in the experimental group made a statistically significant increase in their scores in this area. EBCE students on the average increased their grade-equivalent scores .7 years. This compares to a

decrease of .1 grade equivalent shown by a comparison group. . . A positive change in writing skills was observed by more students in the experimental group (38 percent) than in the control group (14 percent). Writing samples were collected from the experimental group at the beginning; samples were not available from a control group. Writings of the Far West School students were collected at the end of the school year and judged with respect to three characteristics: mechanics of writing, effectiveness of communication, and maturity or logical thoughtfulness. Four experienced test readers refined the draft definitions of each of the three characteristics and described a five-point scale in each area. The distribution of the differences in individual scores on the pre-tests and post-test showed that the percent of students whose written communication scores increased by more than one standard error of the difference was much higher than would be expected (16 percent) if there had been no increase for the group as a whole. Approximately 55 percent of the students showed a significant increase in Mechanics and Effectiveness, and none of them showed a significant loss in these skills. Two students showed a significant loss in Thoughtfulness, and 41 percent showed a significant increase. In summary, a large proportion of Far West School students showed increases in their writing skills that were both statistically and educationally significant. This was the only study reviewed that included an evaluation of students' compositions.

Seventy-seven percent of the teachers in the Sacramento Unified School District indicated that career education greatly increased pupil motivation for class work. Sixty-three percent said that pupils were more interested in school projects as a result of career education. Similar support was given by teachers in Richmond, California, as well as in many other locations. If students have good feelings about themselves and positive relationships with others, school achievement may increase. Hoyt (1975) points out that positive relationships have been established between productivity and reduction of worker alienation. He maintains that educational productivity—increases in academic achievement—should result if worker alienation is reduced among students and teachers. Many of the techniques and strategies of implementing career education programs are aimed at reducing worker alienation among students and teachers.

#### Services of Civic, Social, and Professional Organizations

A very large number of organizations with civic, social, and professional orientation supply financial aid, time, and energy to meet the needs of minority and low-income students.

In 1968 the Exploring Division of Boy Scouts of America started to help students decide what they wanted to do with their lives. They did away with uniforms and made it coed (about one-third girls now). Explorers conduct an annual survey on career choice of all students in many high schools. They now cover 70 percent of high school students.

with this survey. There are 27,000 Explorer Posts involving 450,000 students between the ages of 15 and 21. Using funds from the American Medical Association, the American Bar Association, and Coleman Corporation, BSA established Explorer Posts for 35,000 students in health occupations, law enforcement, and environmental education, respectively.

Junior Achievement directs Project BUSINESS, a flexible economics education program for junior high students. This project was made possible through a grant from the Kellogg Foundation. It brings business consultants into junior high classes. Seven sets of topics, prepared by Junior Achievement staff, are discussed once a week over an 18-week period. Junior Achievement hopes that it will be operational in 1,500 classrooms by the end of 1976. Community volunteers do the program. In addition to Project BUSINESS, they have an economic awareness program and a summer jobs program which is primarily for minorities and disadvantaged youth.

The Chamber of Commerce of the U.S.A. has had career education as a top priority for 4 and one-half years. Eighty-five of the 100 local Chambers are significantly involved in career education. There has been, to date, more involvement at the local level than on the part of the State Chambers of Commerce. The National Chamber has taken the leadership in bringing together a wide variety of agencies and associations, both within and outside of education, to prepare an official Chamber of Commerce publication on career education. The National Chamber has supported career education legislation in the Congress.

The National Alliance of Businessmen (NAB) is a partnership that involves business, labor, and industry with education. One of their main tasks is to find jobs for disadvantaged, minority youth, ex-offenders, and others. Whereas their former efforts have been remedial, their prime emphasis now is on a preventive/developmental approach. There are 130 metropolitan NABs operating across the country. Their major obstacle is getting cooperation from educators. They have four main programs: Career Guidance Institutes, Youth Employment, Youth Motivation Task Force, and College Cluster. The Youth Motivation Task Force has executives going into high schools and talking with students about the importance of staying in school. This is done mainly in English classes. The College Cluster encourages liberal arts colleges for minorities to join with other colleges having professional specialization offerings for minority students.

The General Electric Corporation continues to be active both in Junior Achievement and in NAB. G.E. Summer Seminars for counselors involve 50 counselors for 6 weeks at a time. Credit is offered by sponsoring universities. They are now doing the program on a team basis with each team including a counselor, a teacher, and an administrator from a given high school. "Career Choice for Minority Youth Program" is directed toward increasing minority youth in engineering. It is operating across the country and has resulted in a fourfold increase over 3 years in the number of minorities enrolling in engineering. "Expo Tech" is a traveling road show for junior high students. The program is brought to the

schools in a large van and provides hands-on exploration for students interested in engineering. They have minority engineering college students working for this project.

Alpha Kappa Alpha Sorority, Incorporated, a group of predominantly black women, was established at Howard University in 1908. The Mississippi Health Project of Alpha Kappa Alpha (1934-1957) demonstrated the effectiveness with which the direct personal services of a minority organization could minister to the needs of a minority group. This project (1) touched the lives of 15,000 people in the heart of the Mississippi Delta region; (2) capitalized upon the contribution of hundreds of thousands of dollars from the Sorority and thousands of clock-hours of volunteer services from the organization's membership; and (3) eventually received favorable attention on the national and international levels. Articles concerning the contributions which the project made to the welfare of minority persons appeared in *Survey Graphic*, *Reader's Digest*, *The Clearing House*, *Notes of the National Council of Mothers and Babies*, *Journal of Public Health*, and *Magazine Digest of the Dominion of Canada*.

Annually, since March of 1965, Alpha Kappa Alpha has directed a Job Corps Center for the career training of 565 minority and low-income males and females between 16 and 21 years of age. Individuals trained in this Center, after they have acquired necessary work skills, are placed on jobs. In 1965 the Center was federally funded in the amount of \$4,000,000. Now the Center's Federal funding amounts to \$6,000,000, biannually. Since the Sorority was founded, its contributions to good programs, in part (and only in part) have included, in 1975, a \$25,000 grant to Wilberforce University for restoration of that institution's rare book collection; more than \$125,000 to the NAACP; and, in August of 1976, a \$100,000 first installment payment of a \$500,000 commitment to the United Negro College Fund.

Delta Sigma Theta Sorority,<sup>31</sup> another predominantly black organization for women, was established in 1913 at Howard University. This Sorority offers a range of career development programs to its 85,000 members, and operates a Right to Read Program which provides brushup courses in reading for young people and adults in Washington, D.C. The Direct Search project in Baltimore, Maryland, cosponsored by the State Office of Education, provides jobs and educational counseling for veterans. Through its Arts and Letters Commission, Delta Sigma Theta recently produced *Countdown at Kusini*, a major movie.

The Links, Incorporated, an organization of black women, has made contributions in excess of \$5,000,000 to the cause of bettering conditions among minority groups during the past 20 years. Some organizations which have received grants-in-aid from the Links are: the NAACP, the Urban League, and the United Negro College Fund. The four-faceted program of activity mounted by the Links operates under the four designations of (1) Freedom and the Arts, (2) Services to Youth, (3) National Trends and Services, and (4) International Trends and Services. Minority and low-income families, and especially the children of parents in disadvantaged families, have received substantial benefits and training over

the years from numerous programs which have been sponsored for them by the Links.

Black fraternities have created strong alumni chapters which encourage scholarship and development in minority America. These organizations are the major fundraisers for other black organizations.<sup>12</sup>

Alpha Phi Alpha, established in 1906 at Cornell University, has cosponsored housing projects in several American cities. Through its Commission on Business Organization, it has established a national program for business development. Kappa Alpha Psi, established in 1911 at the University of Indiana at Bloomington, conducts a "Guide Right Program" to stimulate scholarship among young black people. In addition, the Kappa Alpha Psi Housing and Economic Development Corporation has sponsored several urban housing projects. Omega Psi Phi, established in 1911 at Howard University, has cosponsored housing developments, including a housing project for senior citizens in New York City. It has an active scholarship program and, through its National Talent Hunt Program, it makes cash awards to black youth interested in the visual and the performing arts.

Blacks, throughout their history in America, have developed a tendency to group themselves in order to survive. Many organizations and associations have been formed by minorities; among those which continue to function are the following: (1) National Insurance Association (NIA); (2) National Urban League; (3) United Mortgage Bankers Association (UMB); (4) Opportunities Industrialization Centers (OIC); (5) National Bankers Association (NBA); (6) The National Council of Negro Women, Inc.; (7) the Nation of Islam; (8) National Minority Purchasing Council; (9) Interracial Council for Business Opportunity (ICBO); (10) National Association for the Advancement of Colored People (NAACP); (11) Congressional Black Caucus; (12) Southern Christian Leadership Council (SCLC); (13) National Association of Real Estate Brokers; (14) Operation PUSH (People United to Save Humanity); (15) American Savings and Loan League; (16) Federation of Southern Cooperatives; (17) Minorities Contractors Assistance Project (MCAP); (18) National Association of Black Accountants (NABA); and (19) National Association of Minority Contractors.

The descriptions which have been given of some contributions made by minority organizations which have social, civic, and professional orientation represent only a very few of the services which these, and similar groups, render to the needs of minorities. Increased collaborative efforts of organizations such as those here mentioned with the corresponding effects of career education in educational systems, business, labor, and the governmental community undoubtedly promise increasing success in the solution of many problems which have, in many cases for a long time, affected traumatically the lives of America's minorities.

# V.

## Some Implications: Career Education and Minorities

It should perhaps be noted at the outset that their struggles against the economic, social, and educational inequities suffered by the minorities have by no means precluded numerous and substantial contributions by the minority leaders to the well-being of the general society around them. Some of the more general implications for career education which were listed in the leaders' responses to item no. 17 are summarized below for the following groups: (1) minority children; (2) unemployed minority adults and school dropouts; (3) Federal, regional, State, and local governmental agencies; (4) the business, industrial, labor, and professional community; as well as (5) the educational system. Some specific implications given by leaders in their responses to more than one item have been listed under the heading *Some Specific Implications for Career Education and Minorities*. (Data relating to survey item no. 17 are presented in Appendix G, pages 91-92.)

### Implications for Minority Children

In order for career education to be effective, minority children and children from low-income families must be:

- taught to read, to write, to do arithmetic, to learn the value of work, and to relate the work which they do in school to the contributions which they make to themselves and to others during the early years of school.
- made aware of the major contributions which have been made to society by members of their particular ethnic group.
- exposed to special programs if they are bilingual and often feel "left out of things" due to their inability to communicate well in the English language.
- made conscious of the relationship of the work which they do in school to the kinds of work which they will do later in life.
- trained to make contributions to themselves and to their group in order for them to become self-sustaining citizens.

### Implications for Unemployed Minority Adults and School Dropouts

In order for career education to be effective, unemployed minority adults and school dropouts must be:

- encouraged to prepare for jobs which have been opened to them during the past two decades.
- exposed to training and work programs which will help to decrease public welfare rolls.
- trained to budget their incomes, and to teach their children the values of work and money.
- made aware of the necessity of talking to and reading to their children, as well as training their children to become responsible for performing certain chores within the family household.
- taught to teach their children the benefits derived from practicing good health habits and using the services of medical and health clinics.
- trained to work cooperatively with the schools and to encourage their children to succeed academically and socially.
- made aware of the need for providing their children with positive mother and father images or models within the neighborhood, church, school, or Nation.
- guaranteed fair hiring practices.
- placed on jobs and provided with assurance of fair practices during career maintenance and career progression:

#### Implications for Federal, Regional, State, and Local Governmental Agencies

In order for career education to be effective for minorities, Federal, regional, State, and local governmental agencies must:

- provide training programs, work-experience, work-study, and work programs for unemployed minority adults and school dropouts, as well as for minority and low-income students.
- fund parent education programs for minority and low-income parents.
- cooperate with educational systems and fund inservice training programs, seminars, and institutes which will help all educational personnel to: (1) realize the benefits derived from trying to instill a positive self-concept in all children; (2) obtain information pertaining to the outstanding contributions which have been made by members of the less dominant group; and (3) conduct special programs for bilingual children who have difficulty in communicating well in the English language.
- make available funding for scholarships, fellowships, and study grants for minority and low-income students.
- enforce fair hiring practices for minorities, and eliminate bias, prejudice, and racism in the career maintenance and the career progression of minorities.

#### Implications for Business, Industry, Labor, and Professional Organizations

In order for career education to be effective for minorities, business, industry, labor, and professional organizations should:

- sponsor career days and tours in cooperation with the schools.
- provide consultants, lecturers, and demonstrators when certain units are taught in the schools.
- Sponsor programs in health, family relations, counseling, and the cultural arts, as well as programs which offer individuals internships which prepare minorities to become paraprofessionals.
- cooperate with schools by providing laboratory training, work-study, work-experience, and summer training programs for minority and low-income students.
- award scholarships and fellowships to minority and low-income students.
- use fair hiring practices for minorities.
- guarantee fair practice in procedures having to do with the career maintenance and the career progression of minorities.

#### Implications for the Educational System

If career education is to be effective for minority and low-income students, administrators, teachers, counselors, and other educational personnel should:

- eliminate bias, prejudice, and racism on the part of some professionals toward minority and low-income students through the use of sensitivity training.
- be objective when working with minority and low-income students.
- eliminate the "tracking" of minority and low-income students.
- never infer nor subtly suggest "jobs which are for Whites" and "jobs which are for minority persons."
- help children to become aware of the relationship of the work which they do in school with the kind of work which they will perform later in life.
- teach minority children to read, to write, and to do arithmetic during the early years of school.
- take into account the fact that individual differences exist among the interests, needs, and abilities of children, as well as help children to develop at their own rates of speed.
- conduct parent education programs which involve active participation of minority and low-income parents.
- make minority students aware of all kinds of jobs.
- provide a wide variety of career exploration and decisionmaking equipment.
- use techniques and media which help each child to understand its classwork and to make a contribution to itself as well as to the group.
- eliminate prejudice, bias, and racism during the teaching of career awareness, career exploration, and career decisionmaking units.
- cooperate with business, industry, labor, various branches of the government, and agencies such as Departments of Public Health and Social Services, the Police Department, the Juvenile Court, and other law-enforcing agents.

## Some Specific Implications for Career Education as It Relates to Minorities

Career education, to be effective for minorities, will be very expensive for a 5- or 6-year period. More specifically, to be successful in the training of minorities and low-income students, career education will require the:

- appropriation of additional Federal funds which will be needed for (1) work-study, work-experience, and training programs for unemployed adults, school dropouts, and low-income minority students; (2) special programs for inservice training of educational personnel; and (3) special training programs for parents, unemployed adults, and school dropouts, as well as bilingual children.
- elimination of the "tracking" of minority children.
- establishment of special programs to help bilingual children to communicate well in English.
- creation of training and work programs for unemployed adults and school dropouts among minorities.
- organization of projects or programs which will provide educational personnel with information about (1) the major contributions which have been made by minority persons; (2) methods and materials of use in enhancing the self-concepts of minority students; and (3) some ways of helping minority and low-income students to understand the relationship of their school work to the work which they will perform later in life.
- provision for parent education programs which will help minority parents to help themselves and to help their children to become more self-sustaining citizens.
- elimination of bias, prejudice, and racism on the part of some educational personnel who work with minorities.
- cooperation of the educational system with business, industry, labor, professional organizations, and various branches of the local, State, regional, and Federal government.
- enforcement of fair hiring practices for minorities.
- use of fair procedures in the career maintenance and the career progression of minority persons.

## Notes

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12 Ibid., p. 138.

13 Booker T. Washington, *Up From Slavery* (New York: Dell Publishing Company, 1965); pp. 157-58.

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22 Riva Poor (ed.), *4 Days, 40 Hours* (see Millard C. Faught, "The 3-Day Revolution to Come: 3-Day Work Week, 4-Day Weekend") (Cambridge, Massachusetts: Bursk and Poor Publishing, 1970), p. 140.

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\* Frank M. Perazzoli, Education Program Specialist, U.S. Office of Education, Washington, D.C., Interview on the difference between the function of career education and vocational education, Washington, D.C., March 25, 1976.

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## **APPENDIXES**

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## Appendix A

**NUMBERS OF PERSONS FROM VARIOUS GROUPS WHO ANSWERED "YES" OR "NO" TO QUESTIONS AND/OR STATEMENTS CONTAINED IN THE "STUDY GUIDE". ACCOMPANYING THE DRAFT OF "AN INTRODUCTION TO CAREER EDUCATION"**

**Note.** Those members of a group who failed to answer a particular item or who responded with the answer "Not Sure" are not accounted for in these tabulations

### Key

Mini-Conf. —Local career education practitioners at OE's 1974 "Mini-conferences"  
State Ed. Dept. —State Department of Education professional staff (includes 25 State Coordinators of Career Education)  
Nat'l Leaders —Persons attending either OE's "Conceptualizers Conference" or OE's "Philosopher's Conference"

Question or Statement	State	Nat'l			
	Mini-Conf.	Ed. Dept.	(N=17)	Yes	No
1. In your opinion, is it appropriate to picture career education as "a response to a call for educational reform"?	199	5	33	1	12 1
2. What is the validity of each of the following 11 conditions and appropriateness to use in specifying conditions leading to the career education movement?					
(1) Too many persons leaving our educational system are deficient in the basic academic skills required for adaptability in today's rapidly changing society.	207	2	38	2	14 2
(2) Too many students fail to see meaningful relationships between what they are being asked to learn in school and what they will do when they leave the educational system. This is true of both those who remain to graduate and those who drop out of the educational system.	223	—	40	—	16
(3) American education, as currently structured, best meets the educational needs of that minority of persons who will someday become college graduates. It has not given equal emphasis to meeting the educational needs of that vast majority of students who will never be college graduates.	195	10	34	1	9 3

Question or Statement	State Mini-Conf.		Ed. Dept.		Nat'l Leaders		
	(N = 224)	(N = 40)	(N = 17)	Yes	No	Yes	No
(4) American education has not kept pace with the rapidity of change in the postindustrial occupational society. As a result, both overeducated and undereducated workers are present in large numbers. Both the boredom of the overeducated worker and the frustration of the undereducated have contributed to the growing presence of worker alienation in the total occupational society.	185	9	34	1	6	7	
(5) Too many persons leave our educational system at both the secondary and collegiate levels unequipped with the vocational skill, the self-understanding and career decision-making skills, or the desire to work that are essential for making a successful transition from school to work.	214	—	40	—	13	3	
(6) The growing need for presence of women in the work force has been adequately reflected in neither the educational nor the career options typically pictured for girls enrolled in our educational system.	176	12	36	1	17	—	
(7) The growing needs for continuing and recurrent education on the part of adults are not being adequately met by our current systems of public education.	171	16	37	3	14	1	
(8) Insufficient attention has been given to learning opportunities outside of the structure of formal education which exist and are increasingly needed by both youth and adults in our society.	216	2	39	—	14	1	
(9) The general public, including parents and the business-industry-labor community, has not been given an adequate role in formulation of educational policy.	149	21	35	2	8	4	
(10) American education, as currently structured, does not adequately meet the needs of minority, nor of economically disadvantaged persons in our society.	182	14	30	2	16	—	
(11) Post high school education has given insufficient emphasis to educational programs at the sub-baccalaureate degree level.	178	14	33	3	7	5	
3. Do you find the following definition of "work" to be appropriate, or are you not sure? "Work: defined as conscious effort aimed at producing benefits for oneself and/or for others?"	192	9	36	—	6	6	

Question or Statement	'Mini-Conf.		State Ed. Dept.		Nat'l Leaders	
	(N = 224)	(N = 40)	(N = 40)	(N = 17)	Yes	No
4. In your opinion, how defensible is the rationale of career education—a response to the call for educational reform to a criticism or combination of criticisms that center on relationships between present education and lifestyles of individuals—as cited in "An Introduction to Career Education"?	200	6	30	—	7	6
5. In your opinion, do you find "career" appropriately defined as the totality of work one does in his or her lifetime?	183	21	32	3	11	5
In your opinion, do you find "career education" appropriately defined as the totality of educational experiences through which one learns about work?	182	20	29	6	10	7
In your opinion, do you find "education" appropriately defined as the totality of experiences through which one learns?	210	2	35	—	11	4
6. To what extent do you agree with each of the 10 basic concepts listed as follows?						
(1) Since both one's career and one's education extend from the preschool through the retirement years, career education must also span almost the entire life cycle.	208	6	40	—	16	1
(2) The concept of productivity is central to the definition of work and so to the entire concept of career education.	167	17	28	—	6	10
(3) Since "work" includes unpaid activities as well as paid employment, career education's concerns, in addition to its prime emphasis on paid employment, extend to the work of the student as a learner, volunteer workers, and full-time homemakers; and to work activities in which one engages as part of leisure and/or recreational time.	211	3	36	1	15	1
(4) The cosmopolitan nature of today's society demands that career education embrace a multiplicity of work values, rather than a single work ethic, as a means of helping each individual answer the question "Why should I work?"	209	3	36	—	16	—
(5) Both one's career and one's education are best viewed in a developmental, rather than a fragmented, sense.	219	1	40	—	17	—
(6) Career education is for all persons—the young and the old; the mentally handicapped and the intellectually gifted; the poor and the wealthy; males and females;						

Question or Statement	Mini-Cnf.	State Ed. Dept.	Nat'l Leaders			
	(N = 224)	(N = 40)	(N = 17)			
	Yes	No	Yes	No	Yes	No
students in elementary schools and in the graduate colleges.	221	—	39	1	17	—
(7) The societal objectives of career education are to help all individuals a) who want to work; b) acquire the skills necessary for work in these times; and c) engage in work that is satisfying to the individual and beneficial to society.	197	13	38	1	7	6
(8) The individualistic goals of career education are to make work a) possible, b) meaningful, and c) satisfying for each individual throughout his or her lifetime.	215	3	36	—	11	1
(9) Protection of the individual's freedom to choose and assistance in making and implementing career decisions are of central concern to career education.	215	2	40	—	15	2
(10) The expertise required for implementing career education is to be found in many parts of society and is not limited to those employed in formal education.	218	1	40	—	15	—
7. In your opinion, to what extent is each of the following 25 programmatic assumptions of career education valid?	193	9	34	1	11	1
(1) If students can see clear relationships between what they are being asked to learn in school and the world of work, they will be motivated to learn more in school.	219	4	39	—	17	—
(2) There exists no single learning strategy that can be said to be best for all students. Some students will learn best by reading out of books, for example, and others will learn best by combining reading with other kinds of learning activities.	206	5	38	—	15	1
(3) Basic academic skills, a personally meaningful set of work values, and good work habits represent adaptability tools needed by all persons who choose to work in today's rapidly changing occupational society.	188	14	30	2	8	4
(4) Increasingly, entry into today's occupational society demands the possession of a specific set of vocational skills on the part of those who seek employment. Unskilled labor is less and less in demand.						
(5) Career development, as part of human development, begins in the preschool years and continues into the retirement years. Its						

Question or Statement	State Mini-Conf.		Nat'l Ed. Dept.		Nat'l Leaders		
	(N=224)	(N=40)	(N=17)	Yes	No	Yes	No
maturational patterns differ from individual to individual.	217	—	37	1	16	—	—
(6) Work values, a part of one's personal value system, are developed, to a significant degree, during the elementary school years and are modifiable during those years.	202	9	36	2	12	1	—
(7) Specific occupational choices represent only one of a number of kinds of choices involved in career development. They can be expected to increase in realism as one moves from childhood into adulthood and, to some degree, to be modifiable during most of one's adult years.	216	1	38	—	—	—	—
(8) Occupational decisionmaking is accomplished through the dynamic interaction of limiting and enhancing factors both within the individual and in his present and proposed environment. It is not, in any sense, something that can be viewed as a simple matching of individuals with jobs.	217	2	40	—	17	—	—
(9) Occupational stereotyping currently acts to hinder full freedom of occupational choice for both females and for minority persons. These restrictions can be reduced, to some extent, through programmatic intervention strategies begun in the early childhood years.	200	3	40	—	16	—	—
(10) Parent socioeconomic status acts as a limitation on occupational choices considered by children. This limitation can be reduced, to a degree, by program intervention strategies begun in the early years.	199	3	40	—	13	2	—
(11) A positive relationship exists between education and occupational competence, but the optimum amount and kind of education required as preparation for work varies greatly from occupation to occupation.	204	7	39	1	15	2	—
(12) The same general strategies utilized in reducing worker alienation in industry can be used to reduce worker alienation among pupils and teachers in the classroom.	112	12	23	1	15	2	—
(13) While some persons will find themselves able to meet their human needs for accomplishment through work in their place of paid employment, others will find it necessary to meet this need through work in which they engage during their leisure time.	209	4	40	—	16	1	—

Question or Statement	State	Nat'l Leaders			
	Mini-Conf.	Ed. Dept.	(N=17)		
	(N=224)	(N=40)			
Yes	No	Yes	No	Yes	
(14) Career decisionmaking skills, job hunting skills, and job getting skills can be taught to and learned by almost all persons. Such skills, once learned, can be effectively used by individuals in enhancing their career development.	213	3	37	—	14
(15) Excessive deprivation in any given aspect of human growth and development can lead to retardation of career development. Such deprivation will require special variations in career development programs for persons suffering such deprivation.	206	1	37	—	14
(16) An effective means of helping individuals discover both who they are (in a self-concept sense) and why they are (in a personal awareness sense) is through helping them discover their accomplishments that can come from the work that they do.	186	3	35	2	12
(17) Parental attitudes toward work and toward education act as powerful influences on the career development of their children. Such parental attitudes are modifiable through programmatic intervention strategies.	178	5	36	—	14
(18) The processes of occupational decisionmaking and occupational preparation can be expected to be repeated more than once for most adults in today's society.	210	1	39	1	14
(19) In choosing an occupation, one is, in effect, choosing a lifestyle.	181	15	29	3	8
(20) Relationships between education and work can be made more meaningful to students through infusion into subject matter than if taught as a separate body of knowledge.	214	1	40	—	11
(21) Education and work can increasingly be expected to be interwoven at various times in the lives of most individuals rather than occurring in a single sequential pattern.	215	—	38	—	15
(22) Decisions individuals make about the work that they do are considerably broader and more encompassing in nature than are decisions made regarding the occupations in which they are employed.	133	3	33	1	12
(23) Good work habits and positive attitudes toward work can be effectively taught to most individuals. Assimilation of such	74				

Question or Statement	Mini-Conf.		State Ed. Dept.		Nat'l Leaders	
	(N = 224)	(N = 40)	(N = 40)	(N = 17)	Yes	No
knowledge is most effective if begun in the early childhood years.	197	1	36	2	12	1
(24) The basis on which work can become a personally meaningful part of one's life will vary greatly from individual to individual. No single approach can be expected to meet with universal success.	219	—	39	1	17	—
(25) While economic return can be expected almost always to be a significant factor in decisions individuals make about occupations, it may not be a significant factor in many decisions individuals make about their total pattern of work.	201	3	37	1	14	1
8. In your opinion, how justified is the contention that while much more research is obviously needed, it seems safe to say that we know enough right now to justify the organization and implementation of comprehensive career education programs?	211	1	35	1	14	1
9. In your opinion, how justified is the assertion that, to the greatest possible extent, initiation of career education programs should be undertaken utilizing existing personnel and existing physical facilities?	203	6	35	—	15	2
10. (A) In your opinion how appropriate is each of the tasks and how appropriate is each task assignment listed as follows?						
(A-1) All classroom teachers will devise and/or locate methods and materials designed to help pupils understand and appreciate the career implications of the subject matter being taught. Appropriateness of Task:	210	7	40	—	14	1
(A-1) Appropriateness of Task Assignment:	166	18	38	—	12	—
(A-2) All classroom teachers will utilize career-oriented methods materials in the instructional program, where appropriate, as one means of educational motivation. Appropriateness of Task:	219	2	40	—	16	1
(A-2) Appropriateness of Task Assignment:	209	2	40	—	15	—
(A-3) All classroom teachers will help pupils acquire and utilize good work habits. Appropriateness of task:	214	2	40	—	17	—
(A-3) Appropriateness of Task Assignment:	205	1	38	1	15	—
(A-4) All classroom teachers will help pupils develop, clarify, and assimilate personally meaningful sets of work values. Appropriateness of task:	216	2	37	—	13	2

Question or Statement	State	Nat'l		
	Mini-Conf.	Ed. Dept.	Leaders	
	(N = 224)	(N = 40)	(N = 17)	
Yes	No	Yes	No	Yes
(A-4) Appropriateness of Task Assignment:	198	2	38	11
(A-5) All classroom teachers will integrate, to the fullest extent possible, the programmatic assumptions of career education into their instructional activities and teacher-pupil relationships. Appropriateness of Task:	212	2	40	15
(A-5) Appropriateness of Task Assignment:	198	3	39	13
(B) In addition to (A) above, some teachers will be charged with:				
(B-1) Providing students with specific vocational competencies at a level that will enable students to gain entry into the occupational society. Appropriateness of Task:	220	—	40	16
(B-1) Appropriateness of Task Assignment:	196	2	40	16
(B-2) In addition, some teachers will be charged with helping students acquire job-seeking and job-getting skills. Appropriateness of Task:	221	—	40	17
(B-2) Appropriateness of Task Assignment:	202	1	40	16
(B-3) In addition, some teachers will be charged with participating in the job-placement process. Appropriateness of Task:	205	1	40	17
(B-3) Appropriateness of Task Assignment:	158	8	39	14
(B-4) In addition, some teachers will be charged with helping students acquire decisionmaking skills. Appropriateness of Task:	223	1	40	17
(B-4) Appropriateness of Task Assignment:	202	2	38	14
(C-1) The business-labor-industry community will provide observational work experience, and work-study opportunities for students and for those who educate students (teachers, counselors, and school administrators). Appropriateness of Task:	222	1	40	16
(C-1) Appropriateness of Task Assignment:	202	3	38	15
(C-2) The business-labor-industry community will serve as career development resource personnel for teachers, counselors, and students. Appropriateness of Task:	221	1	40	16
(C-2) Appropriateness of Task Assignment:	208	2	39	15
(C-3) The business-labor-industry community will participate in part-time and full-time job placement programs. Appropriateness of Task:	216	2	40	17
(C-3) Appropriateness of Task Assignment:	197	2	40	17
(C-4) The business-labor-industry community will participate actively and positively in				

Question or Statement	State		Nat'l			
	Mini-Conf.	Ed. Dept.	Leaders			
	(N=224)	(N=40)	(N=17)			
Yes	No	Yes	No	Yes		
programs designed to lead to reduction in worker alienation. Appropriateness of Task:	210	1	39	1	14	—
(C-4) Appropriateness of Task Assignment:	190	3	36	1	14	—
(C-5) The business-labor-industry community will participate in career education policy formulation. Appropriateness of Task:	214	—	39	—	15	—
(C-5) Appropriateness of Task Assignment:	196	—	36	1	15	—
(D-1) Counseling and guidance personnel will help classroom teachers implement career education in the classroom. Appropriateness of Task:	209	5	40	—	16	1
(D-1) Appropriateness of Task Assignment:	186	4	38	—	16	1
(D-2) Counseling and guidance personnel will serve, usually with other educational personnel, as liaison contacts between the school and the business-labor community. Appropriateness of Task:	211	1	40	—	17	—
(D-2) Appropriateness of Task Assignment:	192	2	40	—	13	1
(D-3) Counselling and guidance personnel will serve, usually with other educational personnel, in implementing career education concepts within the home and family structure. Appropriateness of Task:	196	5	37	1	13	3
(D-3) Appropriateness of Task Assignment:	167	3	37	1	12	3
(D-4) Counseling and guidance personnel will help students in the total career development process, including the making and implementation of career decisions. Appropriateness of Task:	218	1	38	—	17	—
(D-4) Appropriateness of Task Assignment:	202	1	37	—	15	1
(D-5) Counseling and guidance personnel will participate in part-time and full-time job placement programs and in followup studies on former students. Appropriateness of Task:	216	—	39	—	17	—
(D-5) Appropriateness of Task Assignment:	190	1	39	—	14	1
(E-1) The home and family members where pupils reside will help pupils acquire and practice good work habits. Appropriateness of Task:	216	—	38	2	14	—
(E-1) Appropriateness of Task Assignment:	185	—	36	1	12	1
(E-2) The home and family members where pupils reside will emphasize development of positive work values and attitudes toward work. Appropriateness of Task:	216	1	37	2	12	—
(E-2) Appropriateness of Task Assignment:	186	5	36	1	10	1
(E-3) The home and family members where pupils reside will maximize, to the fullest ex-						

Question or Statement	State			Nat'l
	Mini-Conf.	Ed. Dept.	Leaders	(N=17)
	Yes	No	Yes	No
tent possible career development options and opportunities for themselves and for their children. Appropriateness of Task:	215	—	39	1 14 —
(E-3) Appropriateness of Task Assignment:	186	3	38	— 12 1
(F-1) Educational administrators and school boards will emphasize career education as a priority goal. Appropriateness of Task:	220	—	39	— 13 —
(F-1) Appropriateness of Task Assignment:	203	1	39	— 13 —
(F-2) Educational administrators and school boards will provide leadership and direction to the career education program. Appropriateness of Task:	219	—	40	— 14 1
(F-2) Appropriateness of Task Assignment:	179	2	39	— 14 1
(F-3) Educational administrators and school boards will involve the widest possible community participation in career education policy decisionmaking. Appropriateness of Task:	216	—	39	— 17 —
(P-3) Appropriateness of Task Assignment:	200	1	39	— 15 1
(F-4) Educational administrators and school boards will provide the time, materials, and finances required for implementing the career education program. Appropriateness of Task:	218	1	38	1 16 —
(F-4) Appropriateness of Task Assignment:	199	1	37	1 14 —
(F-5) Educational administrators and school boards will initiate curriculum revision designed to integrate academic, general, and vocational education into an expanded set of educational opportunities available to all students. Appropriateness of Task:	217	—	40	— 15 1
(F-5) Appropriateness of Task Assignment:	205	2	40	— 14 1
11. The "initial implementation needs" that follow are obviously crucial in that they form a basis for requesting career education funds. In your opinion, should the following categories have been added to the list of initial implementation needs?	50	98	6	20 4 11
A. Direct subsidies to the business-labor-industry community.	63	78	9	19 4 7
B. Direct subsidies to persons in the form of educational vouchers.				
12. In your opinion, how should the following categories of need be ranked in terms of (a) the importance of need for Federal funding; and (b) the relative amount of Federal funds				

Question or Statement	Mini-Conf. (N = 224)	State Ed. Dept. (N = 40)	Nat'l Leaders (N = 17)			
	Yes	No	Yes	No	Yes	No

we should be requesting? (Use "1" for top rank.)

(Note: This rank ordering did not lend itself to presentation in this format.)

13. In your opinion, are there other "initial implementation needs" that should be added to the list on "ages 16-18"? Yes, No, or not sure? (If "Yes," please list such needs on the back of this sheet.)

(Note: These listings did not lend themselves to presentation in this format.)

14. To what extent do you agree with the priority choices given as tentative examples that follow?

(1) Inservice education needs of currently employed educational personnel should take precedence over efforts to change pre-service personnel programs.

198 16 38 — 10 4

(2) Efforts at the elementary and secondary school levels should take precedence over efforts at the postsecondary school levels.

205 10 36 — 11 4

(3) Efforts aimed at educational administrators should take precedence over efforts aimed at instructional and guidance personnel.

95 98 25 5 10 5

(4) Efforts aimed at instructional and guidance personnel should receive equal emphasis.

178 27 31 3 10 5

(5) Efforts at implementing career education in all school systems should take precedence over supporting further massive demonstration efforts.

181 14 33 1 13 1

(6) Efforts aimed at implementing career education and at supporting further basic research in career education should receive equal emphasis.

107 76 20 14 8 6

15. In your opinion, how appropriate for use in evaluation of career education is each of the learner outcomes listed below?

(1) Competence in the basic academic skills required for adaptability in our rapidly changing society.

216 5 40 — 17 —

(2) Equipped with good work habits.

220 — 38 1 12 —

(3) Capable of choosing and who have chosen a personally meaningful set of work values that lead them to possess a desire to work.

210 1 31 2 10 2

Question or Statement	State	Nat'l	Leaders (N = 17)				
	Mini-Conf. (N = 224)	Ed. Dept. (N = 40)					
	Yes	No	Yes	No	Yes	No	
(4) Equipped with career decisionmaking skills, job hunting skills, and job getting skills.	220	2	36	—	15	2	
(5) Equipped with vocational skills at a level that will allow them to gain entry into and attain a degree of success in the occupational society.	196	4	36	1	15	1	
(6) Equipped with career decisions that they have made based on the widest possible set of data concerning themselves and their educational-vocational opportunities.	219	—	39	—	15	1	
(7) Aware of means available to them for continuing and recurrent education once they have left the formal system of schooling.	220	—	39	—	17	—	
(8) Successful in being placed in a paid occupation, in further education, or in a vocation that is consistent with their current career education.	210	1	39	—	12	—	
(9) Successful in incorporating work values into their total personal value structure in such a way that they are able to choose what, for them, is a desirable lifestyle.	212	—	37	—	15	—	
16. To what extent do you agree with the position that not all students should be equipped with a marketable job skill by the time they leave the secondary school?	146	49	30	4	9	4	
17. To what extent do you agree with the viewpoint that the call for educational reform cannot be answered simply through initial implementation of career education programs—rather, that it will require major basic educational policy changes?	188	7	31	—	15	1	
18. To what extent do you agree that each of the 14 following major educational policy changes should be championed by career education?	181	7	38	—	12	3	
(1) Substantial increases in the quantity, quality, and variety of vocational education offerings at the secondary level and of occupational education offerings at the postsecondary school level.							
(2) Increases in the number and variety of educational course options available to students, with a de-emphasis on the presence of clearly differentiated college preparatory, general education, and vocational edu-							

Question or Statement	State	Ed. Dept.	Nat'l Leaders	
	Mini-Conf. (N = 224)	(N = 40)	(N = 17)	
	Yes	No	Yes	No
cation curriculums at the secondary school level.	194	11	38	—
(3) The installation of performance evaluation, as an alternative to the strict time requirements imposed by the traditional Carnegie Unit, as a means of assessing and certifying educational accomplishment.	201	2	39	—
(4) The installation of systems for granting educational credit for learning that takes place outside the walls of the school.	218	1	40	—
(5) Increasing use of noncertified personnel from the business-industry-labor community as educational resource persons in the educational system's total instructional program.	210	—	38	—
(6) The creation of an open entry-open exit educational system that allows students to combine schooling with work in ways that fit their needs and educational motivations.	214	—	39	—
(7) Substantial increases in programs of adult and recurrent education as a responsibility of the public school educational system.	197	6	37	—
(8) Creation of the year-round public school system that provides multiple points during any 12-month period in which students will leave the educational system.	158	11	31	—
(9) Major overhaul of teacher education programs and graduate programs in education aimed at incorporating the career education concepts, skills, and methodologies.	216	3	37	—
(10) Substantial increases in the career guidance, counseling, placement, and followup functions as parts of American education.	214	—	38	—
(11) Substantial increases in program and schedule flexibility that allow classroom teachers, at all levels, greater autonomy and freedom to choose educational strategies and devise methods and materials they determine to be effective in increasing pupil achievement.	185	12	38	1
(12) Increased utilization of educational technology for gathering, processing, and disseminating knowledge required in the teaching-learning process	201	1	38	—
				15
				12

Question or Statement	State		Nat'l Leaders (N = 17)	
	Mini-Conf. (N = 224)	Ed. Dept. (N = 40)		
Yes	No	Yes	No	
(13) Increases in participation in educational policymaking on the part of students, teachers, parents, and members of the business-industry-labor community.	195	5	37	16
(14) Increases in participation, on the part of formal education, in comprehensive community educational and human services efforts.	203	2	36	14
19. To what extent do you agree with each of the following statements?				
(A) Initial implementation of career education will be relatively inexpensive.	137	56	20	11
(B) Long run educational reform will be very expensive.	149	29	25	9
(C) Career education is dedicated to avoiding creation of a dual school system.	207	4	37	2
(D) The days of educational isolationism are past. Collaboration is needed.	223	—	38	16
(E) If the goals of career education are attained, the term "career education" should disappear.	181	10	26	3
				12
				1

## **Appendix B**

### **SEVENTEEN ITEMS BASED UPON THE CONCEPTUAL, PROCESS, AND PROGRAMMATIC ASSUMPTIONS OF CAREER EDUCATION**

#### **Group I: Items Based Upon the Conceptual Assumptions of Career Education**

- Item no. 1.** What is your concept of career education as it relates to minorities?
- Item no. 2.** Do you feel that career education, for minority and low-income persons, has been generally a matter of over-promise and under-delivery? List solutions to this problem in the event that your answer is in the affirmative. If your answer is negative, explain briefly.
- Item no. 3.** As far as minorities are concerned, what is your attitude toward career education?
- Item no. 4.** Does exposure to career education permit minority group members to be someone? Explain briefly.
- Item no. 5.** What major and decisive action is necessary in order for the concept of career education to become more meaningful to unemployed minority and low-income persons?

#### **Group II: Items Based Upon the Process Assumptions of Career Education**

##### **What Is Your Attitude Toward Career Education?**

- Item no. 6.** —creating career awareness in persons belonging to minority groups?
- Item no. 7.** —providing career exploration for minority group members?
- Item no. 8.** —motivating members of minority groups to examine their work values and to question themselves about why they should work?
- Item no. 9.** —helping members of minority groups to answer the following questions:
  - a. "What is important to me?"
  - b. "What is possible for me?"
  - c. "What is probable for me?"
- Item no. 10.** —preparing members of minority groups for occupations?
- Item no. 11.** —helping members of minority groups with career entry?
- Item no. 12.** —providing current help to minority groups for career maintenance and progression?

**Group III: Items Based Upon the Programmatic Assumptions of Career Education**

**Item no. 13.** Explain briefly how each of the following agencies can strengthen career education for minority groups:

- the educational system
- the home
- the family structure
- the business community
- the labor community
- the industrial community
- the professional community
- the governmental community

**Item no. 14.** How can the teacher use the community as a learning laboratory in which persons within minority groups can see career implications of subject matter?

**Item no. 15.** During the teaching/learning process, based on individualization of instruction with members of minority groups, how can the teacher:

- a. use a successful project approach?
- b. emphasize a success approach?

**Item no. 16.** In reference to the training of minority groups, what are your attitudes toward the appropriation of additional funds for career education which would involve:

- a. inservice education of inner-city teachers?
- b. special staff for parent education programs?
- c. field trips and work-experience sites?
- d. a wide variety of career exploration and decisionmaking equipment?
- e. guaranteeing access to post-high school educational programs?
- f. ascertaining access to bona fide employment for minority group members?

**Group IV: Item Based Upon Implications for Career Education**

**Item no. 17.** List implications for career education for members of minority groups in terms of the current programs which exist in our American educational system.

## Appendix C

### A SURVEY: SOME ATTITUDES OF LEADERS TOWARD CAREER EDUCATION AND MINORITIES

Directions: Several definitions and other information have been provided for your convenience. Please read this material before you provide answers to the numbered items. Use the front and back of each sheet of paper for supplying answers.

In the event that your answer is Yes or No, please give a brief explanation of why you have given such an answer.

#### A GENERIC DEFINITION OF CAREER EDUCATION

"Career education" is the totality of experience through which one learns about and prepares to engage in work as part of her or his way of living.

#### A DEFINITION OF WORK

Work is conscious effort, other than activities whose prime purpose is coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others.

#### TWO CONCEPTUAL ASSUMPTIONS OF CAREER EDUCATION (which constitute serious operational challenges when we seek to meet the needs of minority and low-income students):

1. Career education is for all persons.
2. Career education is humanistically oriented.

Item no. 1. What is your concept of career education as it relates to minorities?

Item no. 2. Do you feel that career education, for minority and low-income persons, has been generally a matter of over-promise and under-delivery? List solutions to this problem in the event that your answer is in the affirmative. If your answer is negative, explain briefly.

Item no. 3. As far as minorities are concerned, what is your attitude toward career education?

Item no. 4. Does exposure to career education permit minority group members to be someone? Explain briefly.

#### Please read carefully the following statement:

"Unemployment among minority youth has been approximately double that for white youth... unemployment rates in the inner city are higher than those for the country as a whole."

Item no. 5. What major and decisive action is necessary in order for the concept of career education to become more meaningful to unemployed minority and low-income persons?

**Please read carefully the following information:**

**PROCESS ASSUMPTIONS OF CAREER EDUCATION** (in developmental sequence)

1. *Career awareness*: acquainting the individual with a broad view of the world of work. (including both *unpaid* and *paid* work.)
2. *Career exploration*: helping individuals to consider possible occupational choices based on their interests and aptitudes coupled with an understanding of the basic nature of various occupations and their requirements for entry.
3. *Career motivation*: helps the individual to examine his work values and to answer the question: "Why should I work?"
4. *Career decisionmaking*: enables the person to answer three questions:
  - a. "What is important to me?"
  - b. "What is possible for me?"
  - c. "What is probable for me?"
5. *Career preparation: Occupational preparation*
6. *Career entry*
7. *Career maintenance and progression*

**WHAT IS YOUR ATTITUDE TOWARD CAREER EDUCATION:**

- Item no. 6. —creating career awareness in persons belonging to minority groups?
- Item no. 7. —providing career exploration for minority group members?
- Item no. 8. —motivating members of minority groups to examine their work values and to question themselves about *why they should work?*
- Item no. 9. —helping members of minority groups to answer the following questions:
  - a. "What is important to me?"
  - b. "What is possible for me?"
  - c. "What is probable for me?"
- Item no. 10. —preparing members of minority groups for occupations?
- Item no. 11. —helping members of minority groups with career entry?
- Item no. 12. —providing current help to minority groups for career maintenance and progression?

**Please read carefully the following statements:**

**THREE PROGRAMMATIC ASSUMPTIONS OF CAREER EDUCATION**

- a. Career education is a collaborative effort involving the formal educational system, the home and family, and the business-labor-industry-professional-government community!
- b. The classroom teacher is the key to the success of career education.
- c. Career education is inexpensive

Item no. 13. Explain briefly how each of the following agencies can strengthen career education for minority groups:

- the educational system
- the home
- the family structure
- the business community
- the labor community
- the industrial community
- the professional community
- the governmental community

Item no. 14. How can the teacher use the community as a learning laboratory in which persons within minority groups can see career implications of subject matter?

Item no. 15. During the teaching/learning process, based on individualization of instruction with members of minority groups, how can the teacher:

- a.—use a successful project approach?
- b.—emphasize a success approach?

Item no. 16. In reference to the training of minority groups, what are your attitudes toward the appropriation of additional funds for career education which would involve:

- a.—in-service education of inner-city teachers?
- b.—special staff for parent education programs?
- c.—field trips and work-experience sites?
- d.—a wide variety of career exploration and decisionmaking equipment?
- e.—guaranteeing access to post-high school educational programs?
- f.—ascertaining access to bona fide employment for minority group members?

Item no. 17. List implications for career education for members of minority groups in terms of the current programs which exist in our American educational system.

AGAIN—THANK YOU!!

**NOTE:** Statements and definitions which have been added for your convenience and for the sake of clarification were taken from: *Career Education For Minority and Low-Income Students*, a paper presented by Dr. Kenneth B. Hoyt to participants of the National Career Education Conference, the National Urban Coalition, Racine, Wisconsin, October 1974.

## Appendix D

### THE KINDS OF CONCEPTUAL ASSUMPTIONS HELD CONCERNING CAREER EDUCATION FOR MINORITIES—LEADER-SURVEY OUTCOMES BY NUMBERS OF RESPONSES AND PERCENTAGES OF RESPONDENTS

Item and Kind of Response	Number of Responses	Percentage of Respondents
1. What is your concept of career education as it relates to minorities?		
Responses		
Career Education:		
a. Prepares children and family members, for work now and later.	35	71
b. Gives insight to opportunities available to all in relation to adequacy and preparation for work.	18	37
c. Is quality education for all?	12	24
2. Do you feel that career education, for minority and low-income persons, has been generally a matter of over-promise and under-delivery?		
Responses		
a. Yes	49	100
Some Solutions to the Problem:		
a. Federal, regional, State and local governments must provide jobs for the unemployed.	49	100
b. Minority children must be taught to read, to write, to do arithmetic, and to realize the benefits of work during the early years of school.	44	90
3. As far as minorities are concerned, what is your attitude toward career education?		
Responses		
Career Education:		
a. Can help minorities if teachers and counselors work objectively with minority children.	30	61

Note: the number of responses, in some cases, is more than 49 since some respondents gave more than one answer to the same item.

Item and Kind of Response	Number of Responses	Percentage of Respondents
1.b. Is a "coverup" for tracking minority children; it is a farce, and does not provide jobs.	25	50
c. Prevents students from wasting time in deciding upon career(s), and provides opportunities to prepare for career(s).	7	14
4. Does exposure to career education permit minority group members "to be someone"?		
<b>Responses</b>		
a. Yes, the child's self-concept must be enhanced through knowledge of contributions made by minority leaders and through training the child to read, to write, to do arithmetic, and to learn benefits of work.	25	50
b. Yes, if jobs are made available at end of job preparation.	12	24
c. No, children who do not speak English feel "left out" of things, and need special programs.	15	30
5. What major and decisive action is necessary in order for the concept of career education to become more meaningful to unemployed minority and low-income persons?		
<b>Responses</b>		
a. More jobs must be provided by local, State, regional and Federal government.	46	94
b. Fair hiring practices must be enforced.	27	55
c. Minority children must be taught to read, to write, to do arithmetic, and to realize that work is important.	33	67
d. Training programs are needed for unemployed adults and dropouts among minority persons.	36	73

## Appendix E

### THE KINDS OF PROCESS ASSUMPTIONS HELD CONCERNING CAREER EDUCATION FOR MINORITIES—LEADER-SURVEY OUTCOMES BY NUMBERS OF RESPONSES AND PERCENTAGES OF RESPONDENTS

Item and Kind of Response	Number of Responses	Percentage of Respondents
6. What is your attitude toward career education creating career awareness in persons belonging to minority groups?		
Responses		
a. Children are made aware of many different kinds of jobs.	28	57
b. Teachers and counselors should neither subtly infer nor suggest "jobs which are for Whites" and "jobs which are for minorities."	41	83
c. Children should be made aware of the relationship of school work to work to be done later in life.	34	69
7. What is your attitude toward career education providing career exploration for minorities?		
Responses		
a. A very good idea.	39	80
b. This is good providing that racism and discrimination do not become involved.	26	53
8. What is your attitude toward career education motivating minorities to examine and to question themselves about why they should work?		
Responses		
a. A good idea.	18	37
b. Jobs for unemployed minority parents and drop-outs will help minority children to learn the value of work.	41	83

Note: the number of responses, in some cases, is more than 49 since some respondents gave more than one answer to the same item.

Item and Kind of Response	Number of Responses	Percentage of Respondents
c. Training in cultural diversity for teachers and counselors will help them to become more objective and more understanding toward the needs of minorities.	25	50
9a. What is your attitude toward career education helping members of minorities to answer the question: What is important to me?		
Responses		
a. Children must be taught to examine their interests, and abilities, and to apply these factors to their career choices.	34	69
b. All teachers and counselors should eliminate brainwashing minority children in an effort to steer them toward menial jobs.	17	34
c. No response.	10	20
9b. What is your attitude toward career education helping minorities to answer the question: What is possible for me?		
Responses		
a. Children must be made aware of careers which are comparable to their needs, interests, and abilities.	35	71
b. Jobs must be made available for minority and low-income persons.	30	60
9c. What is your attitude toward career education helping minorities to answer the question: What is probable for me?		
Responses		
a. The self-concept of the minority child must be enhanced by the child's being told about contributions made to society by minority persons	35	71
b. Children must be taught to read, to write, and to associate the benefits of work with the time and the energy which they put into their work	17	35
10. What is your attitude toward career education preparing minorities for occupations?		
Responses		
a. Teachers and counselors must eliminate the "tracking" of minority students.	41	83

Item and Kind of Response	Number of Responses	Percentage of Respondents
b. Minorities must be made aware of all kinds of jobs, and must be given opportunities to use their abilities and talents in the preparation for jobs in which they excel.	25	50
c: Scholarships, fellowships, and study grants must be made available to minority and low-income college students.	44	90
11. What is your attitude toward career education helping members of minority groups with career entry?		
Responses		
a. Career entry, for minority groups, must be guaranteed through the enforcement of fair hiring practices by Federal agencies such as HEW's Office of Civil Rights, the Civil Rights Division of the U.S. Department of Justice, the EEO of the U.S. Department of Labor, Executive Order 11246 (Affirmative Action), and others.	44	90
b. No response.	5	10
12. What is your attitude toward career education providing current help to minority groups for career maintenance and progression?		
Responses		
a. Federal, regional, State, and local governmental agencies must provide training and work programs for unemployed minority adults and school dropouts. Public welfare recipients must be put to work.	36	73
b. The Federal government (including the U.S. Departments of Labor and Justice) must eliminate bias, prejudice, and racism in the promotion and tenure of minorities on jobs.	39	80

## Appendix F

### THE KINDS OF PROGRAMMATIC ASSUMPTIONS HELD CONCERNING CAREER EDUCATION FOR MINORITIES—LEADER-SURVEY OUTCOMES BY NUMBERS OF RESPONSES AND PERCENTAGES OF RESPONDENTS

Item and Kind of Response	Number of Responses	Percentage of Respondents
13a. Explain briefly how the educational system can strengthen career education for minorities.		
Responses		
a. Eliminate wholesale "tracking" of minority students.	39	80
b. Teach minority students to read, to write, and to do arithmetic.	44	90
c. Develop parent education programs which involve active participation of minority parents.	32	65
d. Cooperate with labor, industry, governmental agencies, and groups such as public health, social services, and law enforcement.	41	83
e. Conduct cultural diversity workshops & training programs to help eliminate bias, prejudice, and racism in teachers of minority students.	33	67
f. Help teachers, through inservice training, to realize the benefits derived from trying to instill a positive self-concept in all children.	27	55
g. Conduct seminars and workshops which provide teachers with information pertaining to outstanding contributions which have been made by minority persons.	29	59
h. Make provisions for bilingual children who communicate very little in the English language.	12	24
13b. Explain briefly how the home can strengthen career education for minorities.		

Note: the number of responses, in some cases, is more than 49 since some respondents gave more than one answer to the same item.

Item and Kind of Response	Number of Responses	Percentage of Respondents
<b>Responses</b>		
a. Parents should talk to and read to their children	43	88
b. Parents should encourage their children to achieve in school and to remain in school.	32	65
c. Parents should learn to budget their incomes and teach their children the value of money.	41	83
d. Parents should teach their children the benefits derived from good health habits and take advantage of medical and dental clinics.	45	91
e. Parents, employed and unemployed, should encourage their children to learn to work in order to become self-sustaining citizens.	26	53
13c. Explain briefly how family structure can strengthen career education.		
<b>Responses</b>		
a. Parents within nuclear families should work cooperatively with school and other institutions in an effort to help their children to achieve academically and socially.	34	69
b. Single parents should provide their children with positive mother-and-father images in their immediate families, neighborhoods, churches and/or schools.	29	59
c. All parents should assign chores daily to children in order to help their offspring to become contributing members within the group.	11	22
13d. Explain briefly how the business community can strengthen career education.		
<b>Responses</b>		
a. Sponsor career days in cooperation with schools.	40	82
b. Provide consultants to schools when certain units are taught.	40	82
c. Provide tours for school children.	38	78
d. Award scholarships to children who wish to major in various areas of business in colleges or universities.	19	39
e. Provide laboratory training and summer work programs for students.	41	83

Item and Kind of Response	Number of Responses	Percentage of Respondents
13e. Explain briefly how the labor community can strengthen career education.		
Responses		
a. The fair hiring practices of minorities should be put into bargaining contracts, and these should be guaranteed to minorities.	16	32
b. Governmental agencies must see to it that labor enforces fair hiring practices with respect to minorities.	47	96
c. Career days and tours for students.	40	82
d. Scholarships and fellowships should be awarded to college-bound minorities.	18	37
13f. Explain briefly how the industrial community can strengthen career education.		
Responses		
a. Provide career days in cooperation with schools.	40	82
b. Provide consultants for schools when various units are taught.	40	82
c. Provide tours for school children.	38	77
d. Award scholarships and fellowships to minority students.	19	39
e. Provide laboratory training and summer work programs for minority students.	41	83
13g. Explain briefly how the professional community can strengthen career education.		
Responses		
a. Use outstanding professionals from minority groups to serve as consultants, lecturers, and demonstrators in schools to help enhance self-concept of minority students.	42	86
b. Provide scholarships and fellowships for minority and low-income students.	38	77
c. Sponsor programs in the cultural (fine) arts for minority and low-income students.	6	12
d. Sponsor programs in health, family relations, and counseling for minority groups	14	8

Item and Kind of Response	Number of Responses	Percentage of Respondents
e. Provide training programs and work-study programs for minority persons interested in becoming paraprofessionals.	13	27
13h. Explain briefly how the governmental community can strengthen career education.		
Responses		
a. Provide training and work programs for unemployed and school dropout minority persons.	43	88
b. Cooperate with school systems, business, industry, and labor to establish work-study and internship programs for minority students.	46	94
c. Programs for minority and low-income students and parents.	45	91
d. Enforce fair hiring practices for career entry, career maintenance, and career progression through agencies such as HEW's Office of Civil Rights, the U.S. Departments of Justice and Labor, and others.	43	88
14. How can the teacher use the community as a learning laboratory in which persons within minority groups can see career implications of subject matter?		
Responses		
a. Work closely with: parents, business, industry, and labor; civic, social, and professional organizations; churches; Departments of Public Health, Social Services and Police, and Juvenile Delinquency Courts.	44	90
b. Use individuals from business, industry, and labor as consultants, lecturers, and demonstrators in various units when taught.	40	82
c. Arrange for training, work-study, and summer work programs for minority students.	37	76
15a. During the teaching/learning process, based on individualization of instruction with minorities, how can the teacher use a successful project approach?		
Responses		
a. By relating the contributions of each class member, who is working at his or her own rate of speed, to the overall success of the project.	19	39

Item and Kind of Response	Number of Responses	Percentage of Respondents
b. By using teaching strategies and media which help each individual to understand their school work and to make a worthwhile contribution to the group.	31	63
c. By teaching minority children to read, to write, to do arithmetic, and to understand why work is necessary.	41	83
15b. During the teaching/learning process, based on individualization of instruction with minority persons, how can the teacher use a success approach?		
<b>Responses</b>		
a. By making each child aware of the contribution which each is making to itself and to the group.	43	88
b. By helping each child to realize he or she must work in order to become a self-sustaining citizen.	39	80
c. By taking into account the individual differences in the needs, interests, and abilities of each child, and helping each of them to develop at his or her own rate of speed.	27	55
16a. In reference to the training of minority groups, what are your attitudes toward the appropriation of additional funds for career education which would involve inservice education of inner-city teachers?		
<b>Responses</b>		
a. Very favorable.	22	45
b. Good idea.	13	28
c. By all means.	19	39
16b. In reference to the training of minority groups, what are your attitudes toward the appropriation of additional funds for career education which would involve special staff for parent education programs?		
<b>Responses</b>		
a. A necessity, if career education is to be a success.	17	34
b. I agree.	10	20
c. Many minority and low-income students will not understand the necessity and the benefits of work unless their parents are trained to realize the meaning of work and impress this upon their children.	41	83

Item and Kind of Response	Number of Responses	Percentage of Respondents
<b>16c. In reference to the training of minority groups, what are your attitudes toward the appropriation of additional funds for career education which would involve field trips and work-experience sites?</b>		
<b>Responses</b>		
a. I agree.	36	73
b. Very important.	24	49
c. Career education cannot be a success without additional funding for field trips and work-experience sites.	45	91
<b>16d. In reference to the training of minority groups, what are your attitudes toward the appropriation of additional funds for career education which would involve a wide variety of career exploration and decision-making equipment?</b>		
<b>Responses</b>		
a. YES responses.	29	59
b. Very agreeable.	21	43
c. Additional funds necessary.	11	22
<b>16e. In reference to the training of minority groups, what are your attitudes toward the appropriation of additional funds for career education which would involve guaranteeing access to post-high school education programs?</b>		
<b>Responses</b>		
a. Very positive.	14	29
b. Very agreeable.	17	34
c. YES responses	20	40
<b>16f. In reference to the training of minority groups, what are your attitudes toward the appropriation of additional funds for career education which would involve ascertaining access to bona fide employment for minority groups?</b>		
<b>Responses</b>		
a. Absolutely necessary.	39	80
b. Career education cannot succeed without this.	18	37

## Appendix G

### THE KINDS OF IMPLICATIONS FOR CAREER EDUCATION FOR MINORITIES SEEN IN OUR AMERICAN EDUCATIONAL SYSTEM—LEADER-SURVEY OUTCOMES BY NUMBERS OF RESPONSES AND PERCENTAGES OF RESPONDENTS

Item and Kind of Response	Number of Responses	Percentage of Respondents
17. List implications for career education for minority groups in terms of the current programs which exist in our American educational system.		
Responses		
a. See responses to Items 1-16.	26	53
b. The minority child must be taught to read, to write, and to do arithmetic.	41	83
c. Career Education, to be effective for minority and low-income students, will require tremendous funding for several years.	43	88
d. The elimination of bias, prejudice, and racism on the part of some administrators, teachers, and counselors toward minority and low-income students will require sensitivity training.	25	51
e. Little or no progress will be made by minority and low-income students as long as they are placed indiscriminately into vocational and industrial tracks.	40	82
f. Agencies within the Federal government, cooperating with business, industry, and labor, must arrange for work-study and work-experience programs for minority and low-income students.	36	73
g. Agencies within the Federal government must supply training and work programs for unemployed minority parents and school dropouts if work is to become meaningful to many minority children.	40	82

Note: the number of responses, in some cases, is more than 49 since some respondents gave more than one answer to the same item.

Item and Kind of Response	Number of Responses	Percentage of Respondents
h. Agencies within the Federal government must eliminate bias, prejudice, and racism within the ranks of business, labor, and industry if career entry, career maintenance, and career progression are to take place among minorities.	42	86
i. One way of helping the minority child to develop a positive self-concept is to make each of them aware of outstanding contributions which have been made by leaders in his or her particular ethnic group.	37	76
j. The Federal government must supply scholarship and fellowship programs for low-income college-bound students and graduate students.	38	77
k. The bilingual child who does not communicate well in the English language is in need of special training which will enable him to become a self-sustaining citizen.	15	30

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